Advanced Topics in Tier 2 Check-in Check-out Implementation: Adapting & Fading Support

**Objectives**

- Review critical features of successful CICO System
- Understand a process for fading student supports that incorporates self-monitoring and gradual reduction in supports
- Discuss data based considerations and function-based modifications for intensifying supports at the systems and individual level

**Reflect and Share**

- What are the strongest components of your SWPBIS system?
  - Tier 1
  - Tier 2
  - Tier 3
- What is working well specifically with Tier 2? What challenges are you currently working to solve?

**Why does CICO work?**

- Program can be applied in all locations
- Elevated recognition for appropriate behavior
  - Adult attention delivered each target period
  - Adult attention delivered at beginning and end of day (from someone other than teacher)
  - Opportunity to work toward a range of incentives/acknowledgements as part of the system
- Link school and home support
  - Provide format for positive student/parent contact
  - Organized to fade into a self-management system
  - Increased options for making appropriate choices
  - Increased ability to self-monitor performance/progress
- 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)
  - 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
  - Feedback is predictable and constructive

**Positive Behavior Support**

**Social Competence & Academic Achievement**

**PRACTICES**

- Supporting Staff Behavior
- Supporting Decision Making
- Supporting Student Behavior

**SYSTEMS**

**DATA**

**OUTCOMES**

- Social Competence & Academic Achievement

**Nomination Process**

- Teacher communication Form**
  - ODR level
  - Family or student request

**Hawken, 2002**
Who is successful on standard CICO?

- Successful students on CICO
  - Students who like attention
  - Students who are displaying mild-to-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 high intensity/severity
  - 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, etc.)

Sample Entrance Criteria for CICO

- Student is not responding to Tier I supports (i.e., SWPBIS expectations)
- Communication Form** filled out by teacher and/OR
- Student has received 3+ cougar corrections (minors) or 2+ major ODRs for screening

Student Criteria:

- Mild to moderate acting out behaviors
- Problem behavior throughout the day in multiple settings
- Finds adult attention rewarding
- Student is not in crisis

Sample Procedure for Starting CICO

- Tier 2 Team member notifies classroom teacher.
- Teacher will collect baseline data for 2-5 days using a point card (not checking in with student).
- Teacher calls parents and completes parent contact form.
  - At least two attempts documented
  - Passive consent is sent after this (parents must tell us they do not want a student to participate, otherwise student will begin)
- Parent and student agree to begin program.
- Tier 2 Behavior Team sets goal based on baseline data
- CICO coordinator reviews roles with teacher, student, family, and mentor (if not coordinator).

Indicators of a good system

- All staff know how to access/implement the program
  - The process is predictable & positive for all
  - Ideally access includes data based decision rules AND request for assistance process
    - E.g., 3 or more major/minor referrals in a 4 week period triggers a screening team to determine if CICO is appropriate
- Rapid access to intervention
  - Ideally students can be added within 72 hours
  - Low effort for teachers/staff to implement
    - Generic intervention, minimal time
  - Consistent with school-wide expectations
    - Goal to get back to green!
**Parent Communication**

- **Meets 2x/month**
  - School psychologist, administrator, behavior support coordinator, primary classroom teacher rep, intermediate classroom teacher rep

- **Review student progress in CICO**

- **Continue supports for students who are successful but not yet ready to fade**
  - Crone, Hawken, Horner recommend 80/80/20 rule (80% of points, 80% of days for 20 school days before fading)

- **Adjust support plan/goal if no improvement in two weeks or student is not consistently meeting goal**

- **Fade to self-management steps when appropriate**

- **Exit when appropriate**

- **Review new referrals to CICO**

- **Report to SWPBIS Tier 1 team and whole faculty**

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**Sample Tier 2 Behavior Team**

- Meets 2x/month
  - School psychologist, administrator, behavior support coordinator, primary classroom teacher rep, intermediate classroom teacher rep

- Review student progress in CICO
  - Continue supports for students who are successful but not yet ready to fade
    - Crone, Hawken, Horner recommend 80/80/20 rule (80% of points, 80% of days for 20 school days before fading)
  - Adjust support plan/goal if no improvement in two weeks or student is not consistently meeting goal
  - Fade to self-management steps when appropriate
  - Exit when appropriate

- Review new referrals to CICO

- Report to SWPBIS Tier 1 team and whole faculty

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**Sample Teacher Communication Form**

**Tier 2/3 Team Teacher Communication Form**

Hi ________________, Date: ________________

The Specialist Team met to review your student: ________________.

We need:
- [ ] Provide additional documentation/complete teacher report for assistance form fully
- [ ] Contact parent and complete parent-teach CICO contact form
  - Your student can begin CICO once this is complete and confirmed

We will:
- [ ] Continue to monitor the student's progress.
- [ ] Schedule an individual student meeting/student study team/IEP/EP review. We would like to have the meeting completed no later than ________________.
- [ ] Conduct a speech/language and/or occupational therapy informal screening to determine if further evaluation is necessary.
- [ ] Identify a SBO program. Student will begin CICO on ________________.
- [ ] Share resources with parents.
- [ ] Other: ________________

If you need help sooner, please contact me. Thank you.

Comments: ________________

______________________________
______________________________
______________________________

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**Fading CICO**

**SYSTEMATIC PROCESS WITH COMMON, DOCUMENTED PROCEDURES FOR MOST STUDENTS**

**When Should We Fade CICO?**

- The student should have demonstrated success over time
  - 4-6 weeks minimum before fading for most students (think HABITS)
- What are your decision rules?
  - BEP book, 80% points- 80% time- 20 school days (Crone, Hawken, Horner)
  - Majors...Minors
  - Realistic expectations...we all make mistakes sometimes.
- Exit Criteria
  - Fade through all four phases of CICO (to full self-management).
  - Classroom teacher agrees with exiting student from CICO.

**Celebrating Graduation**

- **CICO Graduation celebration**
  - Student will have a celebratory party with parent, teacher (if possible), support team member etc.

- **CICO “Alumni” parties**

- **Continued and faded beginning/end of day checks without card**
  - Alumni CICO students will check-in weekly to receive adult feedback about continued success with self-management/success in classroom. Alumni will check-in weekly for 6-8 weeks.

- **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.
Gradually Fading Components of CICO

- Unlike intensifying... Standardize fading for most students with 'fading phases'
- Meet with the student/teacher to explain the changes
  - Consider a “cue” that we are fading (e.g., colored card)
- Be sure to present the changes as positive to the student
- 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
  - Student rates, then teacher rates with focus on accuracy
  - Phase change line documented in system to note focus on self-monitoring
  - 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 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; Provide a visual cue (e.g., “blue card”)**

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 their rating on the card
- Teach the student how to recruit praise
- Teacher initials each row for agreement or initials on correct score if disagreement occurs

Goal is now focused on ACCURACY
- Better to match teacher rating than to have a perfect score!

Phases of CICO

Phase 1: Full CICO
- (Teacher rates 10 check-in periods)
- 100% points earned for 10-15 check-in periods
- 90-95% points earned continue Phase 1
- +10% points earned cycle back to Phase 2

Phase 2: BLUE CARD: CICO Self-Management (Teacher and student rates 15 check-in periods)
- 90-95% points earned for 2 weeks move to Phase 3
- +10% points earned cycle back to Phase 1

Phase 3: GREEN CARD: CICO Self-Management with decreased check-in periods (Student rates 10 check-in periods)
- 60-65% points earned continue Phase 3
- +16% points earned cycle back to Phase 2

Phase 4: PURPLE CARD: Full Self-Management of CICO (Student rates 10 check-in periods)
- 90-95% points earned for 2 weeks move to Phase 5
- +16% points earned cycle back to Phase 4

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
**Teacher scores are entered into data system (initials indicate agreement for row; initial on number indicates teacher scored a different number).**

<table>
<thead>
<tr>
<th>Date: 4/18/19</th>
<th>Name:</th>
<th>COUGAR CONNECTION</th>
<th>2 = YES</th>
<th>1 = Responded to prompt</th>
<th>E = No Response to prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Schedule</td>
<td>Safe</td>
<td>Responsible</td>
<td>Y N</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step 3: Students rate their own behavior</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- After meeting a criterion/decision rule, check-ins should be reduced (consider keeping the areas that are least consistent for last fading step); create a visual for this reduction (e.g., green card)
- 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

- **Teacher scores are entered into data system (initials indicate agreement for row; initial on number indicates teacher scored a different number).**

**Self-monitoring**

Teacher scores are entered into data system for orange rows; student scores are entered for white rows.

**Accuracy Goal**

- Safe: Walk forward; keep hands, feet, and objects to self.
- Responsible: Listen and follow directions first time; take care of self and belongings; go where you are supposed to go.
- Imperfect: Do your best; appropriate voice; take care of school and personal property.

- 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

**Intensifying CICO**

**INDIVIDUALIZED, DATA BASED PROBLEM SOLVING WITH FUNCTIONAL BEHAVIOR PERSPECTIVE**

- Use a team approach to problem-solving
  - Maintain enthusiasm
- Use data to determine modifications
  - Points (patterns), No data (fidelity), Rewards (inconsistent access or not meaningful)
  - Consider FUNCTION (PURPOSE) of student problem behaviors
- A brief teacher interview (e.g., Functional Assessment Checklist for Teachers & Staff)
- 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

- **Teacher scores are entered into data system (initials indicate agreement for row; initial on number indicates teacher scored a different number).**

**Accuracy Goal**

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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 for those who are not progressing as expected

School-wide CICO Data Snapshot

Each bar is one student, bottom number is days with score

Let’s look at some data

Charlie

Let’s look at some data

Alex

What questions would we ask?
Let's look at some data

What questions would we ask?

= Office Discipline Referral

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 accessible, powerful, or desirable for the student.
3. Low fidelity of implementation.
4. The student needs more instruction/support on how to use the program.

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.
   a. Consider breaks or better intervention
4. Modify instruction or instructional demands.
5. The most important thing to remember: The “escape” will not go away until the student gains the academic skills.
6. Adjust expectations for CICO.
   a. For example, responsible changed to focus on being in assigned area and participating (but not on complete all of work).

Case Study: Nathan
- 1st grade student, move-in during fall, 3rd school in less than a year
- Behavior history: during reading and writing leaves room, screams in hallway, runs, anxiety.
- Intervention history: had not received Tier 2 behavior interventions, started reading intervention at previous school
- Math: 20th %ile fall i-Ready math diagnostic
- Reading: fall benchmarks 3rd %ile phoneme segmenting, 2nd %ile letter sounds, 2nd %ile word reading fluency.
- Provided with the following:
  - CICO with modified goals
  - Academic support through gradual integration into reading intervention group
  - Counseling referral

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).
4. Provide “bonus” points for specific target behaviors or routines.
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
- May get student input
- May or may not include "tangibles"
- Mix them up!
- Tie to school-wide system
- Consider systems that are based on cumulative NOT consecutive successes

  - Eg. When student meets goal for 5 days (cumulative) = free recess
  - 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?

Banking System for Points

- Students can bank any points they earn; must meet daily goal (typically 80%) to cash out points that day. Students earn 48 points when at 80%.
- Variety of "sizes" and "types" of rewards, with smallest equal to meeting daily goal of 80%

<table>
<thead>
<tr>
<th>Points</th>
<th>Cougar Cash Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 pts</td>
<td>Treasure chest</td>
</tr>
<tr>
<td>70 pts</td>
<td>5 min computer use</td>
</tr>
<tr>
<td>100 pts</td>
<td>5 min instrument use</td>
</tr>
<tr>
<td>150 pts</td>
<td>5 min stuffed animal use</td>
</tr>
<tr>
<td>250 pts</td>
<td>5 min lego time</td>
</tr>
<tr>
<td>400 pts</td>
<td>5 wows</td>
</tr>
<tr>
<td>600 pts</td>
<td>Choose a snack</td>
</tr>
<tr>
<td>750 pts</td>
<td>Classroom reward coupon</td>
</tr>
<tr>
<td>1000 pts</td>
<td>10 min Lego time</td>
</tr>
<tr>
<td>1250 pts</td>
<td>10 min Free time</td>
</tr>
<tr>
<td>1600 pts</td>
<td>Assignment pass</td>
</tr>
<tr>
<td>2000 pts</td>
<td>Gatorade or Izzy drink</td>
</tr>
<tr>
<td>2500 pts</td>
<td>Choose a book</td>
</tr>
<tr>
<td>3000 pts</td>
<td>Choose a snack</td>
</tr>
<tr>
<td>3500 pts</td>
<td>Extra recess for your class</td>
</tr>
<tr>
<td>4000 pts</td>
<td>New school /art supplies</td>
</tr>
<tr>
<td>4500 pts</td>
<td>Get out of school early</td>
</tr>
<tr>
<td>5000 pts</td>
<td>Extra time alone</td>
</tr>
<tr>
<td>5500 pts</td>
<td>Independent work space</td>
</tr>
<tr>
<td>6000 pts</td>
<td>Alternative assignment</td>
</tr>
</tbody>
</table>

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
  - Do not assume it will be highly valued
Troubleshooting: Intensifying CICO

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

**Possible Modifications:**
1. Problem solve barriers with the teacher
   1. Time, Remembering, Philosophy, Re-Training
2. Find times that are more convenient to the teacher
   1. Model CICO again
3. System for prompting to complete card and give feedback
4. Administrator support/expectation for implementing
5. Consider how to boost based on problem
   1. Student is struggling in locations outside classroom?
   2. Student melt downs with corrective feedback?
6. Bonus points for handling feedback well.

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Troubleshooting: Intensifying CICO

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

**Possible Modifications:**
1. Ensure that the student has enough time to get to class on time or make it to the bus
2. Adults help students remember
   1. Consider prompts for adults (e.g., timer, all call for end of day check out, etc.)
3. Consistent location for card
4. Have the check in/out time be fun and positive
   1. Is student earning goals?
   2. Is student receiving rewards? Follow-through?
   3. How delayed is earned reward?
   4. How delayed is earned reward?
   5. Is this an issue for one student or many students?

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Troubleshooting: Modifying CICO

**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
   1. Consider whether we need to focus on fewer skills done well (e.g., pare down responsible to “be where you are supposed to be on time”)
3. Role play the behaviors to give the student time to practice
   1. Some students may need regular opportunities to practice and additional direct instruction in skills
4. Consider strategies for reinforcing students to receive corrective feedback
   1. Student who says “ok” when getting a 1 rather than arguing might earn a bonus point indicated with a star
**Big Ideas: Intensifying Support**

- Use decision rules based on data
- Focus on smallest change to CICO 1st
  - Consider whether change should be to individual or whole system
- Problem-solve with teacher, include administrator as appropriate
- 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

**Troubleshooting CICO**

- Discuss challenges related to CICO System. Are they system, practices, or data based? Are they impacting one student or many students?
- 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!

**Self-assessment: Individual Student Outcomes Modifications**

- Decision rules for intensifying the intervention
  - Typical decision rules, guidelines from “Responding to Problem Behavior”
  - Birth points-30%, days-12 school days
- 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

**Studies Evaluating CICO**