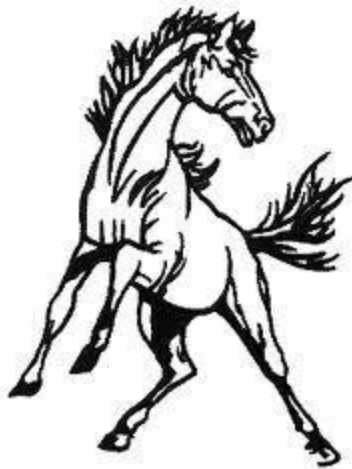


# Ennis Schools Check-In Check-Out Tier 2 Manual





## Overview of the Intervention

Schools that have School-Wide Positive Behavior Interventions and Supports (SWPBIS) in place may still have students needing additional support. A school with a student population of 500 students will find that an average of 15-20% or 75-100 students will need more support than SWPBIS can provide (Crone, Horner, and Hawken, 2004). It would not be feasible to give all of these students individualized behavior support. However, many students will respond positively to simple intervention strategies, like Check-In Check-Out (CICO), that are teacher friendly, time efficient, and inexpensive to implement. CICO is a secondary or targeted intervention that complements the structure of SWPBIS.

CICO systematically increases a student's positive interaction with adults within the school setting. Students have scheduled "check-ins" with an adult for positive feedback in the morning, afternoon, and by class period. **Adults serving as CICO check-in personnel provide specific, positive feedback on behavioral and academic effort by the student on a daily progress report card.** Students carry the point card throughout the day to document their effort in meeting behavioral and academic expectations. Goals are set and tracked to share progress with the student as well as with their teachers.

Students for whom the CICO intervention works well usually have problem behaviors that are anticipated to stay below crisis level. They value adult attention and may benefit from increased structure and prompts throughout the day.

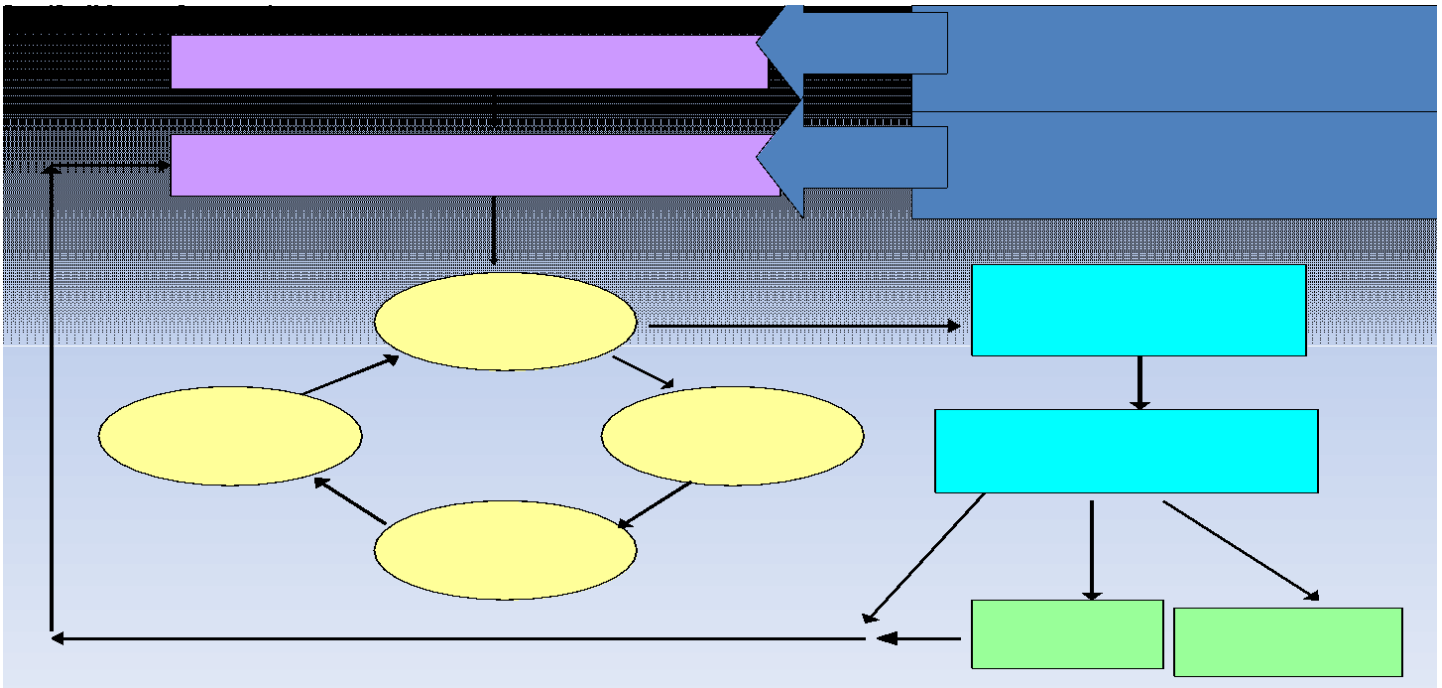
The sample daily progress report below shows the three school rules, the ranking scale, and the check-in times.

## Table of Contents

Element #1 – CICO Routine.....	3
Element #2 – Role of Coordinator.....	4
Element #3 – Point Card System.....	5
Element #4 – Student Identification.....	8
Element #5 – Family Partnership.....	10
Element #6 – CICO Modification Plan.....	10
Element #7 – Exit Plan.....	11
Element #8 – Training Materials.....	12

## ELEMENT #1 – CICO ROUTINE

### Check-In Check-Out Flowchart



### **Student Check-In Check-Out Daily Activities**

- Check in with a CICO coordinator (or classroom teacher) in the morning
- Carry a point card that is based on school-wide expectations
- Receive frequent and regular feedback on their behavior from adults throughout the day
- Review their goals with the coordinator (or classroom teacher) at the end of the day
- Take point card home for parent signature and positive feedback

## ELEMENT #2 – ROLE OF COORDINATOR

### Coordinator responsibilities (Building Principal)

#### Characteristics of CICO Coordinator

- Flexibility within job responsibility (e.g., educational assistant, counselor, behavior health aide)
- Positive and enthusiastic
- Someone the students enjoy and trust
- Organized and dependable
- Works at school every day

#### CICO Coordinator Job Description

- ✓ Take care of CICO requests for assistance
- ✓ Lead morning check-in/afternoon check-out
- ✓ Enter CICO data on spreadsheet – daily
- ✓ Organize and maintain records
- ✓ Create graphs for CICO meetings
- ✓ Gather supplemental information for CICO meetings
- ✓ Prioritize CICO students for team meetings

#### **CICO COORDINATOR TRAINING: SUGGESTED TOPICS**

Tier II Getting Started Workbook: Adapted from Crone, Hawken, & Horner

1. MBI school-specific systems and practices
2. Overview of CICO
  - a. Coordination as cornerstone for successful implementation
    - i. Positive relationship with students
    - ii. Link between students, teachers, behavior support team, and families
3. Confidentiality
  - a. Student files
  - b. Identifying students participating in the intervention (appropriate staff to inform)
  - c. Decision rules regarding referral of concerns to teacher, counselor, school psychologist, etc.
4. Check-In Procedures
  - a. When/where check-in occurs
  - b. Greeting students
  - c. Managing multiple students
  - d. Procedures for when a student does not check-in
5. Check-Out Procedures
  - a. When/where check-out occurs
  - b. Progress Reports
    - i. Summarizing Scores
    - ii. Required Components
  - c. Reinforcement System
  - d. Procedures for sending home the DPR for signatures (decision regarding copies)
  - e. Procedures for when a student does not check-out
  - f. Procedures for lost DPRs
6. Data entry
  - a. SWIS-CICO training
  - b. Logistics (when/where)
7. Team meetings
  - a. Organizing agenda
  - b. Sharing data
  - c. Prioritizing students
  - d. Reviewing referrals
8. Training students, families, and staff

- a. Review lesson plans
- b. Student social skills training for appropriately accepting feedback

## ELEMENT #3 – POINT CARD SYSTEM

### K-2 Example

#### Daily Progress Report K-2

Name \_\_\_\_\_ Date \_\_\_\_\_

Goals	AM	Lunch/Recess	PM	Special
<b>Be Safe</b>				
<b>Be Responsible</b>				
<b>Be Respectful</b>				
<b>Totals</b>				
Teacher Comments:				

Daily Goal: \_\_\_\_\_ Daily Goal Reached? Yes No

PARENT SIGN \_\_\_\_\_

**3-5 Example**

Daily Progress Report 3-5

Name \_\_\_\_\_ Date \_\_\_\_\_

Goals	AM	Lunch/Recess	PM	Special
<b>Be Safe</b>	0 1 2	0 1 2	0 1 2	0 1 2
<b>Be Responsible</b>	0 1 2	0 1 2	0 1 2	0 1 2
<b>Be Respectful</b>	0 1 2	0 1 2	0 1 2	0 1 2
Totals				
Teacher Comments:				

Daily Goal: \_\_\_\_\_ Daily Goal Reached? Yes No

PARENT SIGN \_\_\_\_\_



**Middle School Example**

Daily Progress Report Middle School

Goals	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	6 <sup>th</sup> Period	7 <sup>th</sup> Period	8 <sup>th</sup> Period
<b>Be Safe</b>	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
<b>Be Responsible</b>	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
<b>Be Respectful</b>	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Totals								
Teacher Comments								

Daily Goal: \_\_\_\_\_ Daily Goal Reached? Yes No

PARENT SIGN \_\_\_\_\_

## ELEMENT #4 – STUDENT IDENTIFICATION

### Identifying Students for Check-In Check-Out

Check-In Check-Out is most appropriate for students who are considered “at risk” for developing serious behavior problems. It is important to identify students who have a consistent pattern of problem behavior that has not yet reached serious or chronic levels. Table 1 provides a summary of the characteristics of good candidates and poor candidates for CICO.

**Table 1. Appropriate and Inappropriate Candidates for CICO**

Appropriate candidates for CICO	Inappropriate candidates for CICO
<ul style="list-style-type: none"> <li>● Engage in problem behavior throughout the day in multiple settings.</li> <li>● Engage in mild acting-out behaviors such as talking out, off task, or out of seat.</li> <li>● Problem behavior is not related to trying to escape difficult academic work. Assessments indicate instructional material is at the student’s level.</li> <li>● Problem behavior is maintained by adult attention and /or the student finds adult attention reinforcing.</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in problem behavior during one class period or only in unstructured settings (e.g., playground, hallways, lunchroom, bus area).</li> <li>● Engage in serious or violent behavior such as <i>extreme</i> noncompliance/defiance, aggression, injury to self or others.</li> <li>● Problem behavior mainly occurs when student is trying to escape a difficult task or academic subject. Assessments indicate instructional material is not at the student’s level.</li> <li>● Problem behavior is maintained by escape from academic tasks and/or the student does not find adult attention reinforcing.</li> </ul>

Students can be identified in several ways. One way is to use data your school has, such as absences, tardies, in-school suspensions, interclass time-outs (refocus, Think Time) and Office Referrals (ODRs). Students can also be identified with a teacher or parent referral. Teachers making referrals use a form and provide data documenting the problem behavior. Some schools identify students using a universal screening of all students for social behavior problems. Examples of the universal screening tools are Systematic Screening for Behavior Disorders (SSBD) and Social Skills Rating Scale (SSRS). These tools may be costly, more time-consuming and are best used in

conjunction with teacher referral and ODR data. However, schools have found these tools to be more comprehensive in order to identify students with internalizing behaviors (e.g., depression, anxiety, withdrawal).

*Responding to Problem Behaviors in Schools.* Crone, D, Hawken L., Horner R.

**Decision rules for identifying students for CICO – Ennis Schools**

- ODRs (2 major)
- Attendance, grades (GPA drops by more than \_\_\_), situational
- Absences and tardies
- In-school detentions (lunch or after school)
- Suspensions (1)
- Student misses more than \_\_\_ days of unexcused absences
- Student experiences more than \_\_\_\_\_ minutes out of class
- Students benchmark testing is below \_\_\_\_
- Student’s homework/class work is consistently late (2 out of 5 days a week)
- Teacher CICO Request for Assistance Form

**CICO Request for Assistance – Ennis Schools**

Date \_\_\_\_\_ Teacher \_\_\_\_\_

Grade \_\_\_\_\_ IEP: Yes No (circle)

Student Name \_\_\_\_\_

Activity	Problem Behavior

What is your behavioral and/or academic goal for this student?

---



---



---

What have you tried to date to change the situations in which the problem (s) occur?

- \_\_\_ Modified assignments to match the student’s skills
- \_\_\_ Changed seating assignments
- \_\_\_ Changed schedule of activities
- \_\_\_ Arranged tutoring to improve the student’s academic skills

\_\_\_ Changed curriculum

\_\_\_ Provided extra assistance

What have you tried to date to teach expected behaviors?

\_\_\_ Reminders about expected behavior when problem behavior is likely

\_\_\_ Clarified rules and expected behavior for the whole class

\_\_\_ Practiced the expected behaviors in class

## ELEMENT #5 – FAMILY PARTNERSHIP

Parent/guardians have been contacted by the building principal or classroom teacher. They have been provided with basic information about the intervention and details about the parents' role in implementation. Parents' responsibilities include reviewing and signing the DPR card daily, providing positive feedback to their child, encouraging their child on both good and bad days and helping their child problem-solve to improve their behavior and achievement at school. In addition, regular communication with the school regarding their child's progress or issues is an important role of the parents. Communication about issues (i.e., disruptions in the home life, changes in medication) is important information for Tier II team to consider with the student's progress with CICO. Parents may choose to provide additional reinforcement at home for meeting the child's daily goal. However, parent **should never** remove privileges or give negative feedback to their child. The focus of CICO is to provide positive experience and feedback for the student.

### CICO Ennis Elementary Home Report

Name: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_ I met my goal today.

\_\_\_ I had a hard day.

One thing I did really well today was:

\_\_\_\_\_

Something I will work on tomorrow is:

\_\_\_\_\_

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent/Guardian Signature:

\_\_\_\_\_

## ELEMENT #6 – CICO MODIFICATION PLAN

At the bi-weekly meetings, it will be determined if the CICO plan is working. If student is not meeting his/her goals, modifications to students CICO plan need to be made at this time. Decision Rules: Not meeting daily goals, not meeting 80% in CICO SWIS, teacher/student comments and suggestions.

#### Modification Examples

- Lower student goal line
- Change number of check-in times
- Consider Tier 3 interventions
- Change students facilitator

### **ELEMENT #7 – EXIT PLAN**

In order to be eligible for exiting CICO, student must achieve 80-85% of their goal over a 6 week period. If needed, students may be put on a self-management plan or Friday CICO club prior to being fully exited from the program. Once exited, students can be called upon to help initiate and train new students into the CICO program.

## **ELEMENT #8 – Training Materials**

The following materials will be used at CICO training sessions, along with “The Behavior Education Program” video from MTSS training. Program materials such as the DRP and coordinator forms will also be used in trainings. (Video located in principal’s office) New packets for student and facilitator can be found in the file cabinet in the conference room.

### **Teacher Training**

Develop, schedule, and train the staff during a staff meeting or scheduled time (about 30-40 minutes).

- Communicate CICO is a time-limited intervention: students fade to self-management and exited through continuous improvement.
- Emphasize the positive nature of CICO (rather than punishment). Parent and students are more likely to engage in a positive support.
- Include the necessary topics: student identification, referral process and forms, DPR card, appropriate feedback to students, rewarding students, fading students and discussion for concerns.
- Check-In Check-Out not to be confused with “behavior support plan” or “behavior contract.” It may tie to other programs in your school. If you choose to use an acronym, CICO, be sure staff, parents and students understand what it means.

Important to note: It is teacher’s responsibility to remember to provide feedback at the end of each period or transition and to provide an explanation for the rating that the student earned.

1. If you are interested in having a student participate in CICO, complete a Check In/Check Out Student Nomination Form. Forms can be found in the Staff Room or from the building principal.
2. Place completed form in the Mr. Hilton’s mailbox.
3. The student will be assigned a mentor within a week.
4. The CICO Coordinator, Mr. Hilton, will provide the student/teacher/parent/mentor with appropriate information/welcome materials regarding CICO.
5. The Coordinator will enter the CICO data from the DPR cards on a daily basis and review the data with the Tier 2 team twice a month.
6. Your student’s progress in the intervention will be evaluated after he/she has participated for 6 weeks. At that time, your student may either continue in the intervention, have modifications made to the CICO plan, graduate, or be offered additional interventions.
7. If you have any questions/concerns, please speak with Mr. Hilton.

## CICO Teacher Information

1. The CICO program consists of the following components:
  - Morning “check-in” with \_\_\_\_\_ in room \_\_\_\_\_
  - Teacher feedback 3-5 times each day
  - Afternoon “check-out” with \_\_\_\_\_ in room \_\_\_\_\_
  - Daily home report
2. Each morning, the student will walk directly to room \_\_\_\_ to check-in. The student will receive his/her daily point card. In addition, the daily home report will be turned in. If the student comes to class before checking in, please provide a reminder to go to room \_\_\_\_.
3. During the day, you will provide feedback to the student in the form of points. A “3” indicates great job, a “2” indicates okay, and a “1” indicates a hard time. Please mark the student’s card at the appropriate time, and provide specific verbal feedback about the rating.
4. At the end of the day, the student will walk to room \_\_\_\_ to check- out. There are several students who need to check-out, so please send the student down at the appropriate time. The student will then turn in the card, points will be recorded, and the home report will be completed.
5. Data will be graphed on a regular basis. Copies of the student’s graph will be placed in your mailbox. Please contact your coordinator if it appears that the program is not working, or if you have other concerns.

## TEACHER TRAINING FOR CICO

Materials needed:

- CICO
- DPR cards for your school

Procedures, examples/non-examples sheet Rationale for CICO:

Check-In Check-Out 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 is 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 \_\_\_\_\_ (CICO Coordinator) 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 them 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 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 the students have their DPR cards with them. (If not, have extras on hand so the student can continue the CICO program with minimal interruption.)
2. After each period, circle the points the student has earned.
3. Give the student brief, specific, primarily positive feedback about his/her behavior related to the school-wide expectations (see examples below).
4. If all points were not earned, give brief feedback about what needs to be done better next time.

NON-Examples (Please do NOT do 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.

Examples:

Student earns full points; teacher enthusiastically gives brief, specific, positive feedback: "Wow! You did a nice job of following directions, keeping your hands and materials to yourself, and using kind words. I am impressed!" Student earns full points for all but one area; teacher gives positive and brief corrective feedback: "You really kept your hands and materials to yourself, and worked hard today. 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." 8 Student does not earn full points in any area: teacher gives brief corrective feedback, and reminds the student of the expectations: "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 Jorge, and to use kind words with Janet. I know you can remember to work hard, keep your hands to yourself and use kind words."

Adapted from Tier II Getting Started Workbook [Draft v. Feb 15 2011] 48



## CICO Frequently Asked Questions

### Typical Problems and Solutions

4. **The student forgets to “check-in”**- This is very common, especially for younger students. If the student arrives, and forgets to check-in, send he/she to room 11. It is important that the student checks in. If the problem becomes consistent (2-3 days per week), contact Mr. Hilton and we will come up with a plan.
2. **The student loses the card**- Pick a place in the classroom to keep the card. You may also tape the card to the student’s desk. Provide verbal reminders to the student to “remember your card.” Do not allow the student to carry the card to lunch or recess unless it is necessary. Start a new card (in your package).
5. **The student “loses” the card if they are having a bad day**- If the student says that the card is lost after having a bad day, begin to use a new card. If you remember the ratings that you previously gave, record on the new card. Keep the card with you for the rest of the day, but still briefly meet with the student to provide the ratings and feedback.
6. **The student arrives late to school** – Begin a card (from the packet) and start when the student arrived. When the student arrives, explain that you will start the card, and that they may turn in the home report during check-out.
7. **The student becomes angry, and throws the card or rips it up**- Discontinue the card for the day. Explain that having the card is a special privilege, and they must not destroy it. The student should still check-out at the end of the day if possible.

## TIPS FOR THE FIRST FIVE DAYS OF CICO

### Check-in Check-Out Training (the first five days of implementation)

The goals for the first five days of CICO are that the student, parents and teachers become familiar with the program and that the student experiences success. Specifically:

- The student understands the use of the CICO card and the point reward system.
- The student uses the CICO Record during the day and receives points for positive behavior. The student receives a daily treat at check-out time for using the record. This treat is noncontingent on daily behavior. The student spends points at least once during the week.
- Teachers and all who are involved in check-ins and check-outs during the day are supportive, encouraging, and positive with the student.
- The person doing check-out at the end of the day uses the CICO account page to keep a record of points earned daily and fills out the CICO Home Report which goes home to the parents.
- Parents know how students are doing each day when they receive the CICO Home Report.

## **Tips for providing Feedback during CICO and in class**

### **Things to say at check-in...**

- Wow! You brought back your CICO Report signed!
- You're here on time again – Great!
- Looks like you're all set to go
- It's great to see you this morning
- Looks like you're ready for a good day
- You're off to a good start
- You look so nice this morning
- You look happy to be here this morning
- I like the way you said, "Good morning"
- Thanks for coming to CI
- Sounds like you had a good weekend
- We missed you yesterday, nice to see you today

### **Things to say at check-out ...**

- You had a great (awesome, terrific, etc.,) day!
- You're right on target
- Your mom/dad is going to be so proud of you
- You're really working hard!
- You are such a good student
- You made your goal – Wow!
- Looks like today didn't go so well – I know you can do it tomorrow
- I know it was a tough day – thanks for coming to CO
- We all have bad days once and awhile – I know you can do it tomorrow
- You look a little frustrated – what happened? If a student looks upset take a few minutes to "just listen"
- Looks like you were having some trouble today. I know you can turn it around tomorrow.

## **Parent Training**

This can be done at a meeting with parents, if possible, or over the phone. This should not be the first time the parent(s) have heard about the program. They should have already given permission and been consulted on the program for their child.

### **Rational for CICO:**

“As we discussed, we are going to start the CICO program (your school’s program name) with \_\_\_\_ (student’s name). The point of this program is for \_\_\_\_ (student’s name) to have positive interactions with teachers, staff and you for following school expectations so your child is more likely to meet those expectations in the future.

### **Procedure:**

“We will ask \_\_\_\_\_ (student’s name) to:

1. Pick up a card with the school rules and ratings on it at check-in every morning.
2. Carry the card with him/her to all classes.
3. Take the card to check-out at the end of the day.
4. Receive a reward or points toward a reward.
5. Take the home report home at the end of each day to be signed by you, the parent(s).
6. Bring the home report back to school the next day.

“We want this to be positive for your child. When they meet their goal, you might say things like, “Wow! Nice work today,” or “You have done a great job following all the rules this week!” If your child did not meet their goal, you can encourage them to do better the next day, “What can you do to meet your goal tomorrow?” or “I know that if you work hard, you can meet your goal tomorrow.” Please do not punish or be negative to him/her if s/he did not meet the goal. If so, s/he may not want to participate in the program.

“Please contact \_\_\_\_\_ (CICO coordinator) at \_\_\_\_\_ (phone number) if you have any questions or concerns about this program.”

## **Parent Lesson Plan – CICO Program Review**

This can be done at a meeting with parents, if possible, or over the phone. This should not be the first time the parent(s) have heard about the program. They should have already given permission and been consulted on the program for their child.

### **Rational for CICO:**

“As we discussed, we are going to start the CICO program (your school’s program name) with \_\_\_\_ (student’s name). The point of this program is for \_\_\_\_ (student’s name) to have positive interactions with teachers, staff and you for following school expectations so your child is more likely to meet those expectations in the future.

### **Procedure:**

"We will ask \_\_\_\_\_ (student's name) to:

1. Pick up a card with the school rules and ratings on it at check-in every morning.
2. Carry the card with him/her to all classes.
3. Take the card to check-out at the end of the day.
4. Receive a reward or points toward a reward.
5. Take the home report home at the end of each day to be signed by you, the parent(s).
6. Bring the home report back to school the next day. "We want this to be positive for your child."

When they meet their goal, you might say things like, "Wow! Nice work today," or "You have done a great job following all the rules this week!" If your child did not meet their goal, you can encourage them to do better the next day, "What can you do to meet your goal tomorrow?" or "I know that if you work hard, you can meet your goal tomorrow." Please do not punish or be negative to him/her if s/he did not meet the goal. If so, s/he may not want to participate in the program. "Please contact \_\_\_\_\_(CICO coordinator) at \_\_\_\_\_(phone number) if you have any questions or concerns about this program."

Tier II Getting Started Workbook (Draft v. Feb.15 2011) 51

## Achieving Success in Ennis Schools with Check In/Check Out

Dear Parent,

Your child has been chosen to participate in the Check-In/Check-Out Program (CICO) at Ennis Schools. Check In/Check Out (CICO) is an intervention program designed to increase positive academic and social behavior in students at school. The purpose of CICO is to build a positive relationship between a staff member and a student in order to help the student have successful days. A daily progress report (DPR), based on our three building wide expectations, being **Respectful, Responsible, and Safe**, is used for progress-monitoring. Your child will check in daily with an assigned staff mentor to review their daily progress report. Please sign and return the DPR sheet. Note, however, there are no negative consequences for not signing/returning sheets. In addition, there are no negative consequences for low points earned. It is simply an opportunity to reteach expectations. Please use this information as an opportunity to talk with your child about his/her day at school and to prepare your child for a successful following day.

If you have any questions please contact Brian Hilton at (406) 682-4237

Sincerely,

Ennis Schools Project Real Team

“Our mission is to create an environment that fosters positive social and academic behaviors.”

---

My child, \_\_\_\_\_, has permission to participate in the Ennis School's Check In/Check Out Program.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Student Training

Plan about 15 minutes to orient students to the CICO program. You will show them how it is done, and provide special instruction on accepting corrective feedback about their behavior.

Materials needed:

- CICO DPR Card

### **Rationale for CICO:**

Check In, Check Out in Ennis Schools is going to help you get praise and rewards for following school expectations.

### **Procedure:**

Here is the CICO card (name of your school's card here). You will pick one of these up from \_\_\_\_\_ (CICO coordinator) every morning at \_\_\_\_ (time) in \_\_\_\_\_ (location). Then you will take it with you to all of your classes/activities. At the end of each class/activity, your teacher will circle the points (point to numbers on card) you earned for following school expectations (point to rules on card). At the end of the day, you will take your CICO card to \_\_\_\_\_ (CICO coordinator) at \_\_\_\_ (time) in \_\_\_\_\_ (location). The CICO coordinator will help you add up your points, and if you earn enough points, you will get to choose an activity or reward (describe system for your school or that student) for following school expectations. If you do not earn enough points, you can try again the next day. Then you will take the card home to your parents/families to show them how you did. You need to bring that card back the next day to school. Here is an easy way to remember what to do:

1. Pick up card at check in.
2. Carry card with you to all classes.
3. Take card to check out at the end of the day.
4. Take card home at end of day.
5. Bring card back to school the next day.

### **Examples/Nonexamples of Following School Rules:**

“Now you will watch me follow the school expectations and get a rating, then you will practice.” (Show the type of behavior that will get the student a high, medium and low score for each rule): “For following directions (point to rule on card), to get a 2, I have to follow the teacher’s directions every time in class. So when the teacher says, ‘Get your math book out,’ I have to do it right away every time (demonstrate). If I don’t do it right away or every time, and the teacher has to remind me, I will get a 1 (demonstrate). If I don’t do it or need lots of reminders, I will get no points (demonstrate).” Students “OK. Your turn, show me how you follow directions really well! (Have students only practice the CORRECT way to follow directions- not the incorrect way. Score their card for that skill and give them positive feedback.)”

Repeat the trainer demonstration and student practice for the other expectations on the card. Trainer Demonstrates Examples/Nonexamples of Accepting Feedback: At the end of each class, your teacher is going to circle your score for each rule, and tell you what you did well, and what you can improve. I am going to show you what to do when you get all your points, and what to do when you do not get your points, then you will practice. “I am going to pretend I got all my points. If the teacher

says, 'Nice work following directions, keeping your hands and materials to yourself, and using kind words,' I will say, 'Thank you.' That's the right way to do it. "If I did not get all my points, and the teacher says, 'You got 0 points for using kind words because you were not being friendly with Sanjay,' I will NOT say, 'That's not fair! He started it!' That's the wrong way to do it. 15 "If I did not meet my goal at the end of the day, and the coordinator says, 'You did not earn enough points to meet your goal today. You can try again tomorrow,' I will NOT say (in an upset way), 'This is dumb. You didn't add my points up right!" That's the wrong way to do it. "If I did not meet my goal at the end of the day, and the coordinator says, 'You did not earn enough points today,' I will say (calmly), 'I wish I could have made my goal, but I can make it tomorrow if I try harder.' That's the right way to do it."

Students Practice Accepting Feedback: "Ok. Your turn to practice what to say when the teacher or coordinator tells you things you like or don't like to hear." "I'm going to circle the number on the sheet and pretend you did well or didn't do well. Then you practice the right thing to say after that" (Students should only practice the correct way!). Practice by giving the student high scores and positive feedback. Practice by giving the student a low score and corrective feedback.

Adapted from Tier II Getting Started Workbook [Draft v. Feb 15 2011] 50