# MTSS
# Check-In Check-Out (CICO)
# Tier II Workbook

## Module 2
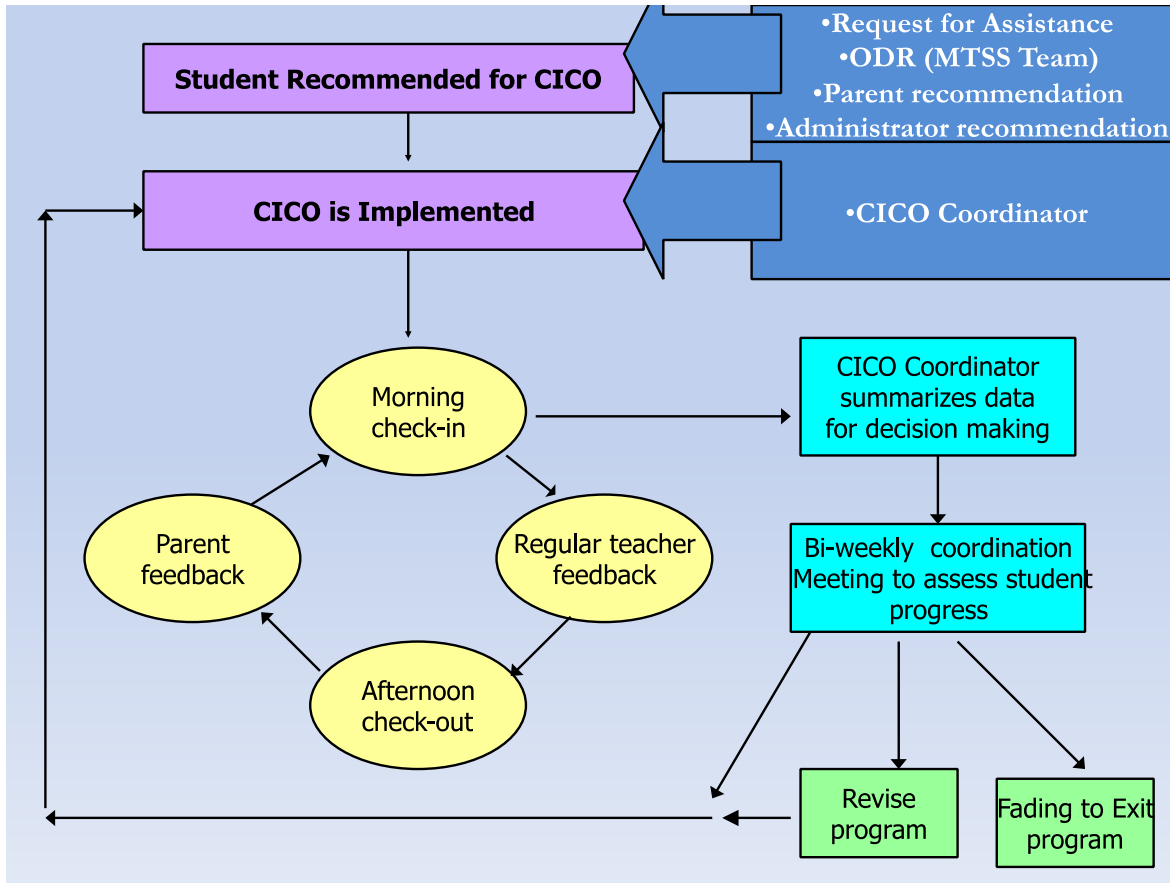
## 2018

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**Module 2** – **Check-In Check-Out System**

## ELEMENT #1 – CICO Routine

## Check-In Check-Out Flow Chart



**Student Recommended for CICO**
- Request for Assistance
- ODR (MTSS Team)
- Parent recommendation
- Administrator recommendation

**CICO is Implemented**
- CICO Coordinator

Morning check-in

Parent feedback

Regular teacher feedback

Afternoon check-out

CICO Coordinator summarizes data for decision making

Bi-weekly coordination Meeting to assess student progress

Revise program

Fading to Exit program

## CHECK-IN/CHECK-OUT COORDINATOR ACTIVITIES
Tier II Getting Started Workbook: adapted from Windham Middle School

**CHECK-IN**
1. Greet Students
2. Check off attendance in spreadsheet
3. Collect Daily Progress Report Card from previous day
4. Assign for previous days' Daily Progress Report (DPR Card)
   0 (didn't bring)
   1 (brought without signature)
   2 (brought with signature)
5. Give bucks, coupons, and praise!
6. Prompt students to move to Buck Bank and return to homeroom
7. File collected progress reports

**8. Mark absent students in spreadsheet**

**CHECK-OUT**
**1. Greet students**

**2. Check off attendance in spreadsheet**

**3. Review progress report**

**4. Record data, including total points, and points earned/total possible points**

**5. Sign the sheet as coordinator**

**6. Prompt students to have parents/guardians sign sheets and bring back the next day**

**7. Send students back to homeroom for dismissal**

**8. Mark absent students in spreadsheet**

| Student Check-In Check-Out Daily Activities |
|---|
| ▢ Check in with a CICO coordinator (or homeroom teacher) in the morning<br>▢ Carry a DPR card that is based on school-wide expectations<br>▢ Receive frequent and regular feedback on his/her behavior from adults throughout the day<br>▢ Review his/her goals with the coordinator (or homeroom teacher) at the end of the day<br>▢ Take DPR card (or home report) home for parent signature and positive feedback |

# Activity #2 – CICO DVD

**Considerations:**
Each of these components you will view on the DVD will be a part of your CICO system.  Watch and take notes for each of the elements.

| Elements | Notes |
|---|---|
| 1. Steps of the daily CICO Routine<br>2. Responsibilities of Coordinator<br>3. SW Expectations – DPR Card<br>4. Reinforcement System<br>5. Student Identification<br>6. Communication with Staff/Family<br>7. Self-Management | |

# Activity #3 – Routine

**Considerations:**
*Do students check-in and out at different places? Do students need to come early and leave last class early?*

| Steps | Next Steps | Who? | Date |
|---|---|---|---|

| | | | |
|---|---|---|---|
| • **Appropriate location for student check-ins/outs identified and secure, or will the coordinator use a cart and travel to the students?** | | | |
| • **Plan developed for any students who may need to arrive to school early or be dismissed early at end of day** | | | |
| • **Alternative plans developed for students who use bus, walk/bike, are driven** | | | |
| • **Plan developed for students who are late to school** | | | |
| • **Morning check-in process and procedures developed** | | | |
| • **Afternoon check-in process and procedures developed** | | | |
| • **Develop criteria for progress monitoring/goal adjustments** **Consider:** <br> - 5 consecutive data points under goal that make a flat line or <br> - 3 consecutive days of decreasing points earned percentage under goal <br> - Teacher, parent, student testimonies | | | |
| • **Develop criteria for moving students to self-management strategies within CICO** | | | |
| • **Define success and average time student will be on the program** | | | |
| • **Determine how long CICO will be in place before a modification is made to a student's plan** | | | |
| • **Develop criteria for moving students into Individualized Support Systems** | | | |
| • **Develop criteria for determining when to add more students** | | | |

| | | | |
|---|---|---|---|
| • **Develop criteria for moving students off of CICO**<br><br>**\*** Develop CICO handbook for your school: write a description of your program and procedures. | | | |

## ELEMENT #2 – Role of Coordinator

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

8-10 hours per week for CICO coordinator

Tasks:

- ✓ 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

## Activity #4 – Coordinator Identification

| **Considerations:**<br>*Who? Educational Assistant, School Counselor, SRO,… Ensure consistency and efficiency, one or two coordinators, how will person's time be allotted?* | | | |
|---|---|---|---|
| **Steps** | **Next Steps** | **Who?** | **Date** |
| • **Coordinator identified**<br>  - Flexible within job responsibilities<br>  - Positive and enthusiastic<br>  - Someone the students enjoy and trust<br>  - Organized and dependable<br>  - Works at school every day<br><br>• **Time for coordination is blocked out** | | | |

| | | | |
|---|---|---|---|
| **(8-10 hours per week)**<br>**Consider:**<br>- Taking care of CICO requests for assistance<br>- Checking students in and out<br>- Maintaining data<br>   – Enter CICO data on spreadsheets daily<br>   – Organize and maintain records<br>   – Create graphs for CICO meetings<br>   – Prioritize CICO students for team meetings<br>  - Meeting with MTSS team<br><br>• **Back-up plan for coordinator absences developed**<br><br>• **Other roles; job descriptions**<br><br><span style="color:red">\*CICO Handbook: Identify coordinator, define duties and time allotted; if additional staff members are needed – identify, define roles and responsibilities and time allotted.</span> | | | |

## Coordinator Training: Suggested Topics

### CICO COORDINATOR TRAINING: SUGGESTED TOPICS
Tier II Getting Started Workbook: Adapted from Crone, Hawken, & Horner

1. MTSS 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 – Daily Progress Report (DPR) Card System

## Elementary School Example:

**HAWK Report – Helping A Winning Kid**

Name: _____ Points received _____

Date: _____

Daily Goal _____    Daily goal reached?   Yes    No

| GOALS | 8:30-10:00 | Recess | 10:15-11:30 | Lunch | 12:15-1:15 | 1:15-3:00 |
|---|---|---|---|---|---|---|
| Be Safe | 0  1  2 | 0  1  2 | 0  1  2 | 0  1  2 | 0  1  2 | 0  1  2 |
| Be Respectful | 0  1  2 | 0  1  2 | 0  1  2 | 0  1  2 | 0  1  2 | 0  1  2 |
| Be Responsible | 0  1  2 | 0  1  2 | 0  1  2 | 0  1  2 | 0  1  2 | 0  1  2 |
| TOTAL | | | | | | |

## Middle School Example:

### Daily Progress Report

Name _____

Date _____

Rating Scale
2=Great
1=Sorta
0=Try Again

Points Possible _____
Goal to meet_____
Points received_____
Goal Met   Yes   No

| Goal | Period 1 (Science) | Period 2 (Math) | Period 3 (Reading) | Period 4 (Soc St) | Period 5 (PE) | Period 6 (Writing) | Period 7 (Elective) |
|---|---|---|---|---|---|---|---|
| Be Safe | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 |
| Be Responsible | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 |
| Be Respectful | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 |
| TOTAL | | | | | | | |

Comments _____

_____

Parent/Guardian Signature _____

## High School Example:

### Oregon High School

Name _____          Points: _____

| CLASS | Perseverance | Respect | Integrity | Discipline | Excellence | Teacher initial |
|---|---|---|---|---|---|---|
| 1st period _____ | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | |
| 2nd period _____ | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | |
| 3rd period _____ | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | |
| 4th period _____ | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | 0   1   2 | |

Parent / Guardian signature_____

Comments? Questions?

More examples are available in the Appendix.

## Activity #5 – Daily Point System and DPR Card

**Considerations:**
*Same card for all students, use school-wide expectations, age appropriate*

| Steps | Next Steps | Who? | Date |
|---|---|---|---|
| • **Total number of expectations identified (up to 5)**<br><br>• **Total points possible identified (**3 point rating scale and number of check-in periods will determine total number of points students may earn each day.)<br><br>• **Scaling metric set (e.g., 3,2,1) (up to 3)**<br><br>• **Number of check-ins during day set (up to 10)**<br><br>• **Daily Progress Report cards designed, copied and accessible**<br><br>• **Card is teacher friendly**<br>  a. Circling instead of writing and place for teachers' initials<br>  b. Consistent expectations verses individual expectations<br><br>\* CICO handbook: include a copy of the DPR card. | | | |

## ELEMENT #4 – Reinforcement System

## Activity #6 – Reinforcement System

**Considerations:**
*When will reinforcement occur? How often? Consider modifying for different needs of students? Consider variety of reinforcements with social focus/school engagement, relationship building, discounted school activities, prize for student's class or activity with peer of choice*

| Steps | Next Steps | Who? | Date |
|---|---|---|---|

| | | | |
|---|---|---|---|
| • **Intangible incentives identified and recorded**<br><br>• **Tangible incentives identified and recorded**<br><br>• **Are finances established to purchase tangible incentives/school supplies for CICO students?**<br><br>• **Student Account Record developed**<br><br>• **Schedule for frequency/timing of reinforcement developed**<br><br><span style="color:red">* CICO handbook: include a copy used by your team of the Reinforcement System, Student Goal Sheet and Student Account Record.</span> | | | |

# Goal Sheet Example

Trevor School
CICO Goal Sheet

Student's Name:_____

Teacher'(s)Name(s): _____

Coordinator's Name: _____

**Goal #1 – Meet Target of 75% for 3 days:**

Reward: _____

Date Achieved: _____

**Goal #2 – Meet Target of 80% for 5 days:**

Reward: _____

Date Achieved: _____

**Goal #3 – Meet Target of 85% for 10 days:**

Reward: _____

Date Achieved: _____

**Goal #4 – Meet Target of 85% for 15 days:**

Reward: _____

Date Achieved: _____

## CICO Student Account Record Example

CICO Student Account Record

Week of: _____

| Student | Day of week | Check in? | Signed home report? | Today's goal range | Check out goal met? | Total pts earned today |
|---------|-------------|-----------|---------------------|--------------------|--------------------|------------------------|
| | M | Y    N | Y    N | | Y    N | |
| | Tu | Y    N | Y    N | | Y    N | |
| | W | Y    N | Y    N | | Y    N | |
| | Th | Y    N | Y    N | | Y    N | |
| | F | Y    N | Y    N | | Y    N | |
| | M | Y    N | Y    N | | Y    N | |
| | Tu | Y    N | Y    N | | Y    N | |
| | W | Y    N | Y    N | | Y    N | |
| | Th | Y    N | Y    N | | Y    N | |
| | F | Y    N | Y    N | | Y    N | |
| | M | Y    N | Y    N | | Y    N | |
| | Tu | Y    N | Y    N | | Y    N | |
| | W | Y    N | Y    N | | Y    N | |
| | Th | Y    N | Y    N | | Y    N | |
| | F | Y    N | Y    N | | Y    N | |
| | M | Y    N | Y    N | | Y    N | |
| | Tu | Y    N | Y    N | | Y    N | |
| | W | Y    N | Y    N | | Y    N | |
| | Th | Y    N | Y    N | | Y    N | |
| | F | Y    N | Y    N | | Y    N | |

# ELEMENT #5 – Student Identification

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 |
|---------------------------------|-----------------------------------|
| • Engages in problem behavior throughout the day in multiple settings.<br>• Exhibits mild acting-out behaviors such as talking out, off task, or out of seat. | • Engages in problem behavior during one class period or only in unstructured settings (e.g., playground, hallways, lunchroom, bus area).<br>• Exhibits serious or violent behavior such as |

| | |
|---|---|
| • Problem behavior is not related to trying to escape difficult academic work. Assessments indicate instructional material is at the student's level.<br>• Problem behavior is maintained by adult attention and /or the student finds adult attention reinforcing. | *extreme* noncompliance/defiance, aggression, injury to self or others.<br>• 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.<br>• Problem behavior is maintained by escape from academic tasks and/or the student does not find adult attention reinforcing. |

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), grades, academic progress. 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.

## Activity #7 – Student Identification

| Considerations: |
|---|
| *How will students be identified? What are the decision rules?  Students should be able to access in multiple ways- staff referral, parent referral, school counselor referral, review of ODR, etc. How will program be modified based on function? Avoid making a punishment.* |

| Steps | Next Steps | Who? | Date |
|---|---|---|---|
| • **Decision rules for identification complete**<br>  – ODRs (2 major)<br>  – Attendance, grades (GPA drops by more than ____), situational<br>  – Absences and tardies<br>  – In-school detentions (lunch or after school)<br>  – Suspensions (1)<br>  – Student misses more than ____ days of unexcused absences<br>  – Student experiences more than ____ minutes out of class<br>  – Students benchmark testing is below ____<br>  – Student's homework/class work is consistently late (2 out of 5 days a week)<br><br>• **Identify resources needed for maximum number of students (initially, full capacity)**<br><br>• **Referral Forms complete**<br>  **Options on form include:**<br>  – Administrative referral<br>  – Teacher/staff referral<br>  – Family/student referral<br><br>• **Develop Request for Assistance: Intervention Form**<br><br><span style="color:red">* CICO handbook: include written referral process for student identification, including decision rules, Request for Assistance form and any other referral forms used.</span> | | | |

# North High School Referral Process - Example

## North Point High School Check-In Check-Out (CICO)

### <u>Who to Refer and How to Refer</u>

**Students to refer to the CICO Program:**

- Students with frequent office referrals for accumulation of minor incidents.
- Students who have trouble staying on task (talking, sleeping, doodling, daydreaming).
- Students who are disruptive in class making it difficult for them and other students to learn.
- Students who have problem behavior throughout the day.
- Students who need motivation and support in completing their work.
- Students who can be redirected to task, but have to be redirected often.
- Students who respond well to "positive" reinforcement – students who seem to "crave" adult attention and support.

**Students who the CICO Program is inappropriate for:**

- Students who have extreme or severe problem behavior (e.g., physical fights, extreme non-compliance).
- Students whose problem behavior occurs during only one academic period or lunch.
- Students who are extremely indifferent to adult support or attention ("Whatever" and "I don't care – you can't do anything to me/for me"). These students can often not be redirected to the task at hand despite teacher's attempts.

### CICO Program Referral Process

1. The student's teacher, parent, or student fills out a CICO Program Referral form and submits it to the CICO Program Coordinator.
2. If the MTSS Tier II Team agrees to put the student on the CICO Program, the student's teachers will be asked to collect baseline data by filling out the CICO Baseline Report without giving the student feedback.
3. If the student is accepted to the CICO Program, the CICO Program Coordinator will:
   a. Obtain parent permission for participation in the program.
   b. Train the student regarding the program and procedures.
4. Student checks in and out with the CICO Program Coordinator daily.
5. Teachers mark the student's Daily Progress Report Card (DPR) throughout the day.
6. Student receives a daily incentive if he/she meets the target point range/goal for the day or for coming to Check-in with their Home Report or Check-out with a low score DPR card.
7. Once students maintain the target point range for 6 weeks, the student is ready to be faded off of the CICO Program.
8. Students will be rechecked for continued progress after 6 weeks of self-monitoring.

# Request for Assistance Form/Referral Form

**MTSS**
**Request for Assistance Referral**

Date:_____          Teacher:_____
Student Name:_____ Grade:_____   IEP: Yes   No   (Circle)

**Grades:**
1st Quarter _____          2nd Quarter _____          3rd Quarter _____          4th Quarter _____

Tardies _____          Absences (Unexcused) _____   (Excused) _____

**1. Check the area(s) of concern:**

| Problem Behavior | Academic | What is your primary concern? |
| --- | --- | --- |
| __ aggressive<br>__ noncompliant<br>__ disruptive<br>__ withdrawn<br>__ tardy<br>__ lack of social skills<br>__ Other (specify)<br><br>_____ | __ reading<br>__ math<br>__ writing<br>__ study skills<br>__ organization | |

**2. Check the strategies you have tried so far:**

| General Review | Modify Environment or Teaching | Teach Expected Behaviors | Consequences Tried |
| --- | --- | --- | --- |
| __ review cum file<br>__ talk with parents<br>__ talk with previous teacher<br>__ seek peer help<br>__ classroom assessment<br>__ Other (specify) | __ changed seating arrangement<br>__ provide quiet space<br>__ encourage work breaks<br>__ change schedule of activities<br>__ modify assignments<br>__ arranged tutoring to improve student's academic skills<br>__ Other (specify) | __ give reminders about expected behavior when problem behavior is likely<br>__ clarified rules & expected behavior for whole class<br>__ practiced expected behaviors in class<br>__ Contract with students<br>__ Other (specify) | __ increased rewards for expected behavior<br>__ phone call to parents<br>__ office referral<br>__ reprimand<br>__ loss of privileges<br>__ meeting with parents<br>__ Other (specify) |

**Front Office Gathers:**
Discipline Tracker_____          ____                              Attendance_____
    (# of ODRs)          (# of minors)                              (# of absences)
See more examples of Teacher Referral forms in Appendix.

## ELEMENT #6 – Family Partnership

Parent/guardians are responsible for signing the consent form to agree that their child may participate in the CICO intervention.  The consent form should outline basic information about the intervention and details about the parents' role in the implementation.  Parents and students should be informed of fading process.  Ideally, they should be informed when initially trained on the process.  They should be aware that self-management is the goal of the intervention.  It will be more readily accepted and less of a surprise when the student is ready to exit.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.  Examples for parents' responses are in the Appendix.

## CICO Home Report Examples

**CICO 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:

_____

# CICO Middle School Home Report

Name: _____          Date: _____

My goal today is: _____

___I met my goal.

___I had a hard day.

One thing I did really well today was: _____

Something I will work on tomorrow is: _____

Comments: _____

Parent/Guardian Signature: _____

Comments: _____

_____

**Parent/Guardian**

**Daily:**
> When your child meets his/her goals acknowledge their efforts for doing well in school.
> When your child does not meet his/her goals refrain from further punishment, he/she will have another opportunity tomorrow to meet his/her goals.

**Weekly:**
> When possible, set up a special treat, activity or extra privilege when your child has used his/her CICO Home Report to keep you informed of weekly progress.

**CICO High School Home Report**

**Name: _____     Date: _____**

**Intervention Program: _____**

**Rating Scale:  3 = Good Day    2 = Mixed Day    1 = Will try harder tomorrow**

# GOALS:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Teacher Comments: _____

_____

_____

Parent Signature (s) and Comments: _____

_____

_____

## Emily C. Shell Elementary School

**123 1ˢᵗ Street**
**Bozeman, MT 59718**
**406-586-1234   FAX 406-587-1111**

**September 2012**

**Dear Mr. and Mrs. Smith:**

We have a wonderful school-wide goal this year.  Our goal is to create an inclusive and welcoming environment which values, recognizes and affirms the worth of each individual in our learning community.  To help us reach our goal, we are starting a very effective program for students who need additional support.  The goal of this program is to help students become self-managers.  As a student reaches his/her goals and is successful, there is a fading process to build independence and exit the program.

We call this program **"Check-In Check-Out (CICO)."**  Students involved in this program will check-in with a staff member in the morning.  At check-in they receive a point card allowing them to receive points for being a safe, respectful, responsible part of our school.  The staff member and the student talk together, setting a goal of how many points the student will get that day.  As they go through the day, they must periodically check-in with their teacher to receive points.  At the end of the day they check-out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know if they met their goal.  There is a place for the parent to sign and then your child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.

**Jane** has been chosen to participate in CICO.  We are excited that she will be a part of our plan to make Meadowlark and Buena Vista a safe, caring and fun place for students to go to school.  We appreciate your cooperation in this program and look forward to working with both you and Jane. If you have any questions, please contact me, Bonnie Jane, at  **687-3368, or BJ at  e-mail [blake@4j.lane.edu](mailto:blake@4j.lane.edu)**.

_____I give consent for my child to participate.

_____I do not give consent for my child to participate.

Sincerely,

# Activity #8 – Family Partnership

| Considerations: How are all parents informed about system? How are parents encouraged to participate/refer their child if needed? For parents whose child is referred, how are parents informed and involved? Individual meeting? Home report? Forging signatures? | | | |
|---|---|---|---|
| **Steps** | **Next Steps** | **Who?** | **Date** |
| • **CICO program overview planned for all parents** <br> – Open house <br> – School Newsletter <br><br> • **Home Report developed** <br><br> • **Plan for obtaining parental/guardian consent for students referred for CICO developed** <br> – See sample letter <br><br> • **System for notifying parents when a student is about to begin program is developed** <br><br> • **Plan for eliciting and responding to parent feedback developed** <br><br> • **Plan stipulated for students who don't return home report** <br><br> • **Steps developed to run plan w/o home report** <br><br> • **Plan if card is used punitively by parents** <br><br> • **Plan for when parents don't want to/cannot participate (staff mentor signs instead)** <br><br> <span style="color:red">* CICO handbook: include a copy of home report, parent letter for obtaining consent and plan for eliciting positive parent feedback.</span> | | | |

# ELEMENT #7 – Self-Management, Fading & Exiting

The goal of CICO is self-management to increase the student's sense of responsibility to manage his/her own behavior without redirection, prompting or management by an adult.  Once a student is able to sustain the behavior improvements, fading should begin.  This increases the efficiency of the program and provides opportunities for other students to be enrolled.  Caution: Do not let the end of the year be a default option for exiting students. This decision lessens the motivation for self-management on the part of the student and may overburden the CICO Coordinator/Facilitators and the Tier II Team.

Fading begins with scaffolding support for the student to self-management.  Students should understand the fading process and the goals of self-management before beginning the intervention.  Parents and students should be informed when initially trained of the goal of self-management and the fading process.  It will be more readily accepted and less of a surprise when the student is ready to exit.  Before fading, the student should be prepared by having a conversation with the Coordinator, or an adult on the Tier II Team, to clearly convey to the student how he/she has demonstrated improvement, demonstrated maturity and readiness to be responsible for his/her own behavior.  The student should leave feeling a sense of pride, accomplishment and motivation to continue to demonstrate appropriate behavior.

To increase the success of fading, there can be a transfer of adult attention to another adult in the school building.  Examples:  students could become alumni role of assisting students coming into the program, assist coordinator in checking students in and out, setting up and organizing reinforcers, assisting the librarian, computer lab teacher or other teachers, or taking on leadership roles in the school.

Another way to increase success is to hold graduation celebrations for students who have completely and successfully exited CICO.  Examples:  30 minute party during lunch (invite classroom teachers), pizza party, 30 minutes of game time with snacks and an invited friend, diploma signed by principal and/or school psychologist, weekly (or if that is too frequent to manage you could do monthly) alumni check-outs can reinforce students for appropriate behavior where students receive a small reinforce/reward for a successful week (or month).

# Activity #9 – Self-Management, Fading & Exiting

| Steps | Next Steps | Who? | Date |
|---|---|---|---|
| **Considerations:** *How long will students remain on CICO? What are the decision rules for exiting a student? What will be the process for exiting and celebrating student success? What if students don't want to exit? What if the student cannot maintain self-management?* | | | |
| • **Identify decision rules for fading a student**<br>**Consider:**<br>– Goal of _____ met for a majority or average of days for _____(number of weeks)<br>– Frequency of data review by Tier II Team to consider students for fading (quarterly, end of grading period)<br>– Reduction in referrals<br>– Improvement in grades<br>– Self or adult nomination<br><br>• **Describe the process of fading a student from CICO**<br>**Consider:**<br>– First week, student and teacher compare DPR cards (Points or Percentages)<br>– Second week, teacher/student comparison<br>– Reduce check-in and check-out during the fading process<br>– Next step, to remove the teacher ratings<br><br>• **Data Collection during fading**<br><br>• **Reinforcement during fading**<br>**Consider:**<br>– Reinforcement given during fading period (consistent score with teacher, accuracy, honesty)<br>– Fading of rewards to build self-management<br><br>• **Plan for student who does not want to face or exit** | | | |

| | | | |
|---|---|---|---|
| • **Plan for graduation to celebrate success**<br><br><br>* CICO handbook: include decision rules and written description of the fading and exiting process. | | | 24 |