



CICO ADAPTATIONS

Snapshot

“If the team determines the program is ineffective for a specific student, they should brainstorm strategies for modifying the basic intervention in a manner that will improve its effectiveness for that student. Team members should consider the simplest solutions first.”

Crone, Hawken, and Horner, 2010, p. 99

Tiered Fidelity Inventory

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

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).

When CICO is implemented with fidelity, a majority of identified students will respond positively. However, for some students, slight modifications to the intervention content and/or process may be needed to enhance success.

- ▲ Regular review of student data will guide teams to distinguish which students are experiencing success from those who might benefit from one or more program modifications.
- ▲ Students who are meeting their goal (e.g., 80% or more of the total possible points) four out of five days per week are generally considered to be responding positively.
- ▲ Students who are inconsistently or rarely meeting their goal may respond differently if the CICO intervention is adjusted to meet the specific function of their behavior

CICO - Individualized

Name _____ Date _____
 I am earning points for _____ Friday Movie _____
 Possible Points _____ Goal _____ Points Earned _____

2- I did it! 1- I did it with Reminders!	Check In	Hallway	Lunch	Check Out
Be Respectful I Will Use Polite Words				
Be Responsible I Will Use my Calming Sequence				
Be Safe I Will Ask For Breaks				
Mentor Signature _____				Parent Signature _____

CICO - Early Childhood

Goals	AM to Recess	AM Recess	AM Recess to Lunch	Lunch Recess	PM
Be Safe	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊
Be Kind	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊
Be Responsible	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊
Total Points					
Teacher Initials					

CICO - High School

Name: _____ Date: _____

Block	Materials	On Time	Items Completed	Personal	Target	Initials
1 st	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
2 nd	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
3 rd	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
4 th	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Behavior	_____	_____	_____	_____	_____	_____
GOAL	Current Goal: _____	N	Goal met today: _____	Y / N		

CICO - Work Avoidance

BREAKS ARE BETTER



CICO - Organization

ACADEMIC BEHAVIOR CICO



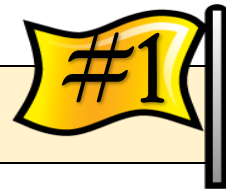
CICO - Mentoring

CHECK CONNECT EXPECT



CICO ADAPTATIONS for Function of Behavior

Get Adult Attention	Get Peer Attention	Avoid Task or Activity
<ul style="list-style-type: none"> ▲ Mid-day check-in ▲ More powerful reinforcer (e.g., time with preferred adult) 	<ul style="list-style-type: none"> ▲ Sit with a friend at lunch ▲ Brief free time with friends at the end of class ▲ Activity based reinforcer that friends can join in on ▲ Activity based reinforcers that friends can join ▲ Check out with a friend 	<ul style="list-style-type: none"> ▲ Tasks matched with academic level of student. ▲ High rates of reinforcement for effort ▲ Academic support or intervention ▲ Earn reinforcers that allow escape (e.g., break or preferred activity)



CONSIDERATIONS

- ▲ Will the intervention be conducted as a program-wide or class-wide behavioral support?
- ▲ What staff members will be able to serve in the roles of intervention coordinator, facilitator, and Tier 2 Team? What will the DPR look like?
- ▲ How can the DPR be designed so that it is developmentally appropriate for young children?
- ▲ How will students be identified to participate?

IMPLEMENTATION

Organizational structure and physical location of classrooms will determine if CICO is implemented program-wide or class-wide. Multiple preschool classrooms in one building are considered program-wide implementation while a single preschool classroom within an elementary building is considered class-wide implementation. Regardless of whether the intervention is program-wide or class-wide, no classroom teacher should have more than two students from his or her class list participating in CICO at the same time. In addition, if the intervention is implemented program-wide the CICO facilitator will be able to support multiple children. However, if the program is implemented in only one classroom the teacher or the classroom aide will serve as the intervention facilitator (conduct daily Check-In, Check-Out).

INTERVENTION TEAM

Classroom teacher, aide and other specialists such as a speech language pathologist or special education teacher are likely members of a team identifying candidates for the intervention and regularly reviewing student data. A program director or administrator should also be included on the team.

DAILY PROGRESS REPORT (DPR)

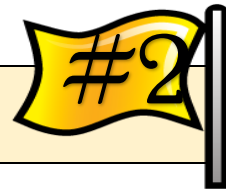
In the same manner schoolwide expectations are listed on a student DPR, program-wide or individual preschool classroom expectations should be listed on a preschool DPR. Early childhood educators may find it helpful to include pictures illustrating the behavioral expectations. Rather than numerical system, a preschool DPR will likely include a visual representation of performance such as a smile, neutral and sad faces or a color-coding system. Instead of identifying a point goal, the number of faces to earn may be listed.

FEEDBACK SESSIONS

Preschoolers should receive regular feedback from a teacher or aide during natural transitions. However, problem behavior should be redirected immediately rather than waiting to the end of the rating period. In addition, instruction for how to appropriately receive feedback should be given prior to implementation. Teaching and encouraging young children appropriate ways to accept positive and corrective feedback may help prevent tantrums. Young children will need the teacher to model the expected behavior and then provide opportunities for *immediate* practice and recognition

STUDENT IDENTIFICATION

Preschool age children can be identified at-risk for social, emotional, or academic challenges in the same way as school age students. Existing student data such as documented behavioral events, school absences, and/or time-out incidents are indicators of student need. Parent nominations may play a key role in identifying young children experiencing concerns. Finally, a number of different instruments specifically developed for young children is available. Scores from regularly conducted emotional and behavioral screenings can be used to determine which students will benefit from CICO support.



When CICO is developed for older students many of the basic principles still apply.

- ▲ Systematic adult interaction
- ▲ Well defined behavioral goals
- ▲ Increased feedback from multiple adults
- ▲ Regular school to home communication
- ▲ Established screening procedures to identify risk early
- ▲ Proactive, positive support
- ▲ Use of data to monitor progress
- ▲ Increased student connection to school

However, CICO implementation for secondary level students is also more complex for a number of reasons, such as; including peer attention may be more reinforcing than adult attention, students are expected to self-manage both **social** and **academic behaviors** and larger school size makes coordination among adults more complex.

To address the complexity of concerns, recommended adaptations at the high school level include the following (Crone, Hawken, and Horner, 2010):

- ▲ Provide instruction for and emphasize the importance of self-management
- ▲ Combine social support with academic support to maintain engagement in school
- ▲ Identify a target population and link these students with adults they connect with or find reinforcing

EMPHASIS ON SELF-MANAGEMENT

Students should be actively involved in weekly or twice monthly review of CICO progress monitoring data, assignment completion and grades, behavioral data, and attendance (Crone, Hawken, and Horner, 2010). Initially, adults will model the review process. Later, students will take a more active role guided by adult prompting. Eventually, adult support will fade as the student develops skill for checking and monitoring data independently (i.e., self-management).

COMBINE WITH ACADEMIC SUPPORT

At the secondary level a critical outcome of CICO participation is teaching students how to be both socially and academically successful in school so they remain engaged in activities. To reach this goal, CICO for older students should also provide instruction for basic study skills (Crone, Hawken, and Horner, 2010). In addition to feedback about social behavior, students should participate in lessons teaching them to use a planner, organize materials and supplies, establish and follow a daily schedule, apply study skill strategies, and know beneficial test taking skills.

Secondary level CICO programs also should provide on-going assistance with daily academic demands (Crone, Hawken, and Horner, 2010). This means participating students have **regularly scheduled** (i.e., every day for a few times a week) assistance from an adult or competent peer for completion of homework and/or assignments.

IDENTIFY TARGET POPULATION AND LINK WITH REINFORCING ADULTS

Transition into high school can be difficult particularly for students who struggled academically, socially or behaviorally in previous grades. Increasing school engagement is especially important for students who have been marginalized by academic failure or problem behaviors. Although CICO can effectively address needs of students in all grades, it may be particularly effective for freshmen or sophomore level students as they make the transition into high school. Adults who provide the academic and/or social components of the intervention must be willing to know students well enough to incorporate their interests and strengths into the learning activities (Crone, Hawken, and Horner, 2010).

These are modifications that can be used at the secondary level for tracking academic goals, homework or organizational concerns. These are simple adaptations to the Check-In, Check-Out Daily Progress Report (DPR). In CICO with the following modification, student's goals are tied to meeting schoolwide expectations developed as part of the school's Tier I intervention (e.g., "Be Respectful"). In Academic Behavior Check-In/Check-Out (ABC), these expectations remain the same; however, they are defined in terms of academic behaviors. Thus, "be respectful" could be defined as raise your hand if you need help and "be responsible" could be defined as completing all assignments. Work with teachers in your school to define schoolwide expectations around common academic behavior goals. See ABCICO for examples of defining SW expectations around common academic goals.



CICO Adaptation:

Action Plan

Critical Features for of CICO Implementation	Rating: 1 = Confused about it 2 = Just thought about it 3 = Started working on it 4 = Still working on it 5 = Doing it!	Something we already have in place... Our next steps are..... Some roadblocks for us to consider.... Solutions to roadblocks....
Daily Progress Report (DPR): Data Collection Tool		
Acknowledgment System: Specific Performance Feedback Delivery		
Data Management: Progress Monitoring and Decision Making		
Self-Management, Fading & Graduation Exit Criteria		
Training & Communication: Students, Teachers, Family		
Fidelity Checklists Teacher and Student Checks		

