

Bramble Elementary Check-In Check-Out (CICO) Program Overview

The purpose of this overview is to inform all staff members at Bramble Elementary of a Tier II intervention called Check-In Check-Out.

What is the CICO Program?

- The CICO program is designed to serve as a behavioral intervention for students identified as needing Tier II supports.
- Students likely to benefit from CICO include students who engage in problem behavior that is unresponsive to Tier I supports, occurs throughout the day in multiple settings, is mild acting out (not serious or violent), and is maintained by adult attention.
- Within CICO, the student is paired with a CICO Facilitator that meets with the student before and after school each day. Behavioral expectations for the student are defined and documented on a daily progress report. The student receives a regular cycle of prompts and feedback from teachers and family for meeting behavioral expectations.

Tier II Team Members:

- **Tier II Team Lead:** Avery Ball
- **CICO Coordinator:** Clyde Deen
- **Data Analyst:** Elyse Forester
- **Time Keeper:** George Henry
- **Recorder:** Isabel Juarez

Name of Point Card: CICO Buzzin' Card

Program Capacity: 20 students

Referring a Student to the CICO Program:

- Nomination form submitted to the Tier II Team.
- Tier II Team meets every **Wednesday at 7:30 AM** to discuss forms.
- Tier II Team uses entrance criteria (listed below) to determine if student meets criteria for CICO.
- Tier II Team considers input from student's teacher, family, and behavioral data to make a decision.

Entrance Criteria:

- Student is not responding to Tier I Supports (school wide reinforcement systems, classroom expectations and routines, consequence flowchart).
- Nomination form filled out by teacher and given to Tier II Team.
- Tier II Team will discuss student concerns and motivation for behaviors.

- Student has received 3 or more office discipline referrals.
- **Student Criteria:**
 - Mild to moderate acting-out behaviors such as talking out, off-task, out of seat, and difficulty with peers.
 - Problem behavior throughout the day in multiple settings.
 - Students who enjoy adult attention and increased personal attention.
 - Student is not in crisis.

Procedure for Starting CICO:

- CICO Coordinator will notify and review CICO procedures with classroom teacher.
- Teacher will be given a point card to collect baseline data.
- Teacher collects baseline data for 3 days without checking in with student.
- CICO Coordinator calls parents and Parent Notification Form is sent home.
- If parent and student agree to begin program, Tier II Team sets goal based on baseline data and student is assigned to a facilitator. (CICO Student Information Form is filled out)
- CICO Coordinator reviews roles with teacher, student, parent and facilitator.
- Student begins CICO.

CICO Roles and Responsibilities:

Facilitator:

- Lead morning check-ins and afternoon check-outs.
- Attend brief trainings/meetings on how to implement CICO and check in about student progress
- Notify coordinator and arrange for a sub when absent - include this in sub plans.
- Each Facilitator will be responsible for 1-5 students
- Facilitator trainings/check-in with Coordinator: 10-15 minutes per month

At the beginning of the day:

- 2-4 minutes/student (max 5 students); to be concluded by 8:40 AM.
- At check in, provide the student with a CICO Buzzin' Card to be used for the day.
- Reinforce the student with a Bramble Buck for coming to check in.
- Review the goal for the day with the student and have a brief conversation about how things are going, what may be difficult for the day, and potential strategies for having a successful day.
- If the student will be having a guest teacher for any part of the day, the Facilitator should conduct extra prompting about behavior with guest teachers.

At the end of the day:

- 2-4 minutes/student (max 5 students) between 2:30 PM and 2:45 PM.

- The CICO Facilitator helps the student add up the daily points and fills out the “CICO Home Communication Form” to send home with the student.
- Review the stairs and stars of the day with the student by referring to the “CICO Home Communication Form”.
 - **Stars:** Focus on the positives. What did the student do well? Give specific praise referring to the point card. For example, you might say, “Wow! It looks like you did an awesome job being Safe and Responsible all day today! You rock!”
 - **Stairs:** Pick one thing to review with the student about what steps they can take to improve on for tomorrow. For example, you might say, “It looks like during music you had a tough time being respectful. What can you do next time to make sure you are being respectful during music?”
- Reinforce the student with a Bramble Buck for coming to check out.
- Provide student with appropriate reward for earning goal. Please see reinforcement guidelines listed below.
- Turn in Buzzin’ Cards in the CICO box in the office every day.

Teacher:

**When there is a guest teacher please leave the names of the students in your class who are on the CICO program and a copy of the roles outlined below with your plans.*

At the beginning of class:

- Be cheerful and positive with student.
- Start out by setting the expectation for appropriate behavior. For example, you might say, “Thank you for coming in with your Buzzin’ Card-looks like you are all set to go! Remember to work on being safe, respectful, and responsible”.
- Avoid negatives: Avoid saying things like “I don’t want to see you doing anything like you did yesterday” or “Why didn’t you go get your point card?” Such comments will focus the student’s attention on what not to do and you want to emphasize the appropriate, expected behavior.

At each check in time during the day:

- The teacher gives the student feedback about their behavior during the designated time period and marks point in ink on the card. (30 seconds or less)
 - If the student does not prompt the teacher to fill in points at the designated times the teachers should provide a prompt to the student (i.e. “remember it’s time to check in”). Keep in mind students on CICO are typically not sure how to get positive feedback from adults or used to getting positive attention.
 - If a check in time is missed throughout the day the teacher should not give zeros or leave it blank. Give a score to the best of your recollection. If a student comes to check out with blank time periods the Facilitator will ask the student to give a self-rating during that check in period.

- Show the student their score and give them specific feedback on their behavior during class. See below for examples of how to score the card.
- Remind the student there are more opportunities during the day to work toward their daily goal

How to score the Buzzin' Card:

- Circle a two on the Buzzin' Card if the student meets the expectation. For example, if the expectation was "Follow directions when given the first time," and the student got out their math worksheet and started working on it, the teacher will circle the highest numbered rating.
 - For example, you might say, "You started on your worksheet in math when I asked you to. Thank you for being Responsible, you earned a two".
- Circle a one on the Buzzin' Card if the student had brief incidents of inappropriate behavior and had been warned twice (individually), but then repeated an incident of the behavior.
 - For example, a student grabs another student's eraser without asking, causing a minor disruption after you have already warned the student twice to keep his or her hands to him-or herself. Corrective feedback to the student may be (in calm voice) "Allison, taking Eric's eraser is not keeping your hands to yourself as I asked you to do" and Allison receives a lower number on her Buzzin' Card for the time period.
- Circle a zero on the Buzzin' Card when the student did not meet the expectation. Students receiving this score have repeated instances (e.g., three) of not following directions, being off-task repeatedly, or doing something more serious such as fighting.
 - Avoid negative comments and let the student know they can do better for the next time period. For example, you might say, "I know reading was tough for you, but I know you can do better being responsible during writing. Let's try harder to get started on work when I give a direction the first time".

**Whether their behavior has been good or poor, it is best to be specific about your feedback and stay positive and cheerful.*

Student:

- Participate willingly in intervention.
- Understands s/he is selected for CICO as a positive step for behavior improvement. This is not a punishment. If they feel it is a punishment this is not an appropriate intervention.
- Have knowledge that this is a time-limited intervention that will teach the student to manage his or her own behavior. Student should know the long term plans for fading this support.
- Participate in a training with CICO Coordinator or Facilitator which will include the following guidelines:

- Student is responsible for knowing where to get their point card each morning from their designated CICO Facilitator and will know what to do in their absence.
- Understand the goal is for self-management and know their current goal that will be reviewed with them daily. (Ex. working for 80% of the daily points)
- Student will know where to locate behavioral expectations (posters throughout the building, behavior matrix, posted classroom rules and expectations)
- How to enter a classroom and approach a teacher/adult with the point card.
 - What to do with a guest teacher.
 - Change in schedule or routine.
- Where the point card stays throughout the day.
- When the point card goes to the teacher.
- Where and when to check out.
- Reinforcement
 - What happens when daily points are met.
 - How to handle disappointment when goals are not met.
- Getting feedback from adults.
 - Role play positive and negative examples.
 - What to do with that feedback.

**If the student is continually unable to meet the demands of CICO and unwilling to participate as an active member of this intervention the Tier II team, with teacher input, will meet to discuss further options.*

Parent:

- Sign and return the CICO Parent Notification Form if they agree to let their child participate in the CICO Program.
- Each day, review the CICO Home Communication Card with their child. Focus on the positives.
 - **Stars:** Focus on the positives. What did the student do well? Give specific praise referring to the point card. For example, you might say, “Wow! It looks like you did an awesome job being Safe and Responsible all day today! You rock!”
 - **Stairs:** Pick one thing to review with the student about what steps they can take to improve on for tomorrow. For example, you might say, “It looks like during music you had a tough time being respectful. What can you do next time to make sure you are being respectful during music?”
- Let your child know that you care how they are doing in school. Talk positively about their school and how they perform at school.
- *Optional:* Set up your own positive incentive at home if your child makes their goal. Come up with a list of items your child would like to earn and have them pick from it when they make their day. Some examples may be: picking what they want for dinner, special after school snack, extra computer time, reading a book with parent, going on a walk, playing a special game with parent, etc.

Fading Criteria:

- **Phase 1: Full CICO** -Teacher rates 7 check-in periods
 - The student will participate in CICO training and intervention for at least 40 school days. Progress monitoring will be completed weekly by the Tier II Behavior Team. If students are not responding well to CICO (3-5 days of less than 60% points earned) cycle back to Tier II Behavior Team.
 - When a student has 80% of above of possible points for 18 out of 20 days, and has been on CICO for at least 40 days, the CICO team will consider a move to the next phase.
- **Phase 2: CICO Self-Management**-Teacher and student rates 7 check-in periods
 - CICO moves towards self-management. Students are taught how to evaluate themselves, record their score, and check with the teacher for agreement on their rating. The end of the each period the student approaches the teacher and gets teacher agreement on his/her rating during that time period. The teacher will then fill out their rating in the teacher agreement rating column. If there is a discrepancy between the two scores, the teacher and student should discuss the discrepancy and the rationale for the teacher's score. During this phase the teacher score is assumed as the accurate score. The emphasis of this state is for the student's scores to come closer to approximating the teacher's scores. In order to encourage accurate ratings, the student will earn Bramble Bucks for having the same scores as the teacher. The key to this phase is for accurate and honest scores.
 - For data purposes, the teacher rating will be the score recorded.
- **Phase 3: CICO Self-Management with decreased check-ins**- Student rates 7 check-in periods, Teacher rates 4 check-in periods.
 - Continue Phase 2 of self-management and decrease the number of check-ins for teacher agreement throughout out the day. And/or, if appropriate, decrease the number of behaviors to check and evaluate.
 - For data purposes, the student rating will be the score recorded, except for the 4 periods of teacher ratings.
- **Phase 4: Full Self-Management of CICO**- Student rates 7 check-in periods
 - Move toward self-management of whole program.
 - For data purposes, the student rating will be the score recorded.

Exit Criteria:

- Tier II team will consider fading students from program who are consistently meeting behavior goals. This will be considered every 4-6 weeks through data analysis.
- To be considered for exit, a student must:
 - Meet 80% of daily point goal 80% of days.
 - Fade through all four phases of CICO.
 - Classroom teacher agrees with exiting student from CICO.

- Once “graduated” from program, student will have a celebratory party with parent, teacher (if possible), support team member etc.
- Student will receive a CICO certificate of completion.
- 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.

CICO Routines

Documents/Tools:

1. The Facilitator will have a folder for each individual student that includes: blank point cards and point tracking sheet.
2. Point Cards - official copies are located in CICO folder on Google Drive.
3. Parent Notification will be sent home and returned.
4. Home Communication Card: Will be sent home daily instead of point card.
5. Completed point cards will be turned in to the CICO box in office.
6. CICO Roster: Tier II Team will keep updated on Google Drive.
7. Phases of CICO Flowchart.

Check-In:

1. Each day when the students arrive to school they should meet with their CICO Facilitator at a designated location prior to going to class and before the bell rings.
2. If they arrive on their own they will earn 1 Bramble Buck.
3. Greet the student; establish a relationship by asking them about themselves.
4. On CICO point tracking sheet, record that student came on their own.
5. Give students new card: discuss with them a goal or advice for working on a problem area based on the previous day’s data.
6. Give encouragement for positive behavior.
7. If a student is late and the Facilitator is not available, the student should pick up the point card from it’s designated location.

**If Facilitator has a planned absence, CICO routine will be included into their sub plans.*

Classroom teachers may opt to do the CICO routine on their own, in which case, the teacher should give the CICO information to the Facilitator upon their return.

Check-Out:

1. Greet student; ask for point card; quickly review point card:
2. Acknowledge points and positive comments.
3. Provide feedback on negative scores/comments.
4. Give 1 Bramble Buck for meeting goal; give 2 if they had perfect scores.
5. If goal was not met- remind them that tomorrow is a new day and it will be better.
6. Record scores (ex. 32/34) on CICO Point Tracking Sheet.
7. Fill out a Home Communication Card with the student’s input.

8. Turn in student point card to CICO box in the office.
 - a. Staff member who is assigned to entering the CICO data will keep it in a file after entering the data.

Daily Point Goals/Incentives:

- Tier II Team will determine the starting point percentage goal (within a range of 60%-90%) based on ODR and baseline data. The standard goal is 80%.
- Student will earn one Bramble Buck for checking in at the beginning of the day and one Bramble Buck for checking out at the end of the day.
- Student will earn one Bramble Buck for making their goal; two for perfect scores.
- Once the student transitions to the self-management phases of CICO the goal for the student will be directed towards rating themselves with 90% accuracy compared to their teacher's ratings. A student will then earn one Bramble Buck for making this goal.
- Students who are not motivated by Bramble Bucks will be talked about at the Tier II Team meeting and the team along with help from the teacher will discuss other forms of reinforcement.

“WHAT IFs”

Timeouts/Referrals

- If a student gets a major referral, the missing points will be reflected during the time period in which the behavior that earned a referral occurred. Teacher will need to write referral. Points will continue to be given throughout the rest of day based on the student's behavior during each time period.
- If a student is in a time out/in-school suspension they will continue to receive points on their card in the time period it occurs. However, the student will NOT receive a Bramble Buck for meeting the day's goal if they received a referral or served an in-school suspension. They can still earn Bramble Bucks for check-in and check-out.
- When a student returns from a timeout/buddy classroom, the student will continue to earn points for the rest of the check-in periods.

Schedule Changes

- If the class is going on a field trip or has a special event that is taking the place of core subjects points will still be reflective of the students behavior based on the time periods. Teachers may choose to write in those changes on the point card.

Absence/Tardy

- If a student is absent, write ABSENT during the time period they were gone for and the points will be adjusted.
- If they are late but attended for at least half the time segment, document points based on the behavior for the time for which they were present.

Misplaced Point Cards

- If a student misplaces the point card, the teacher can request a new one from the CICO Facilitator and the teacher can fill it in to the best of their memory.
- If a student does not have a point card at check-out and it is believed to be on purpose they will not make their goal. If they consistently lose their card (wading up, throwing it away, rip it up, etc.) the student can potentially be removed from CICO because student willingness to participate is a requirement.

Student Doesn't Bring Point Card to Teacher

- Teacher may choose to dock the student one responsibility point for that time segment. Please don't leave blank or give zeros to student for not bringing up a card to check in with the teacher.
- The purpose of CICO is to teach the student to become self-managers of their own behavior. This begins with training the student to bring the card up to the teacher at each check-in period. Then slowly fading that prompt.