**CICO Orientation for Staff: EXAMPLE**

**When:** Fall in-service, Booster session after Winter break

**How long:** 30 minutes

**Attendees:** All certified & classified staff

**Materials:** CICO daily point card, FAQs sheet

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| **Rationale** |
| *Check In Check Out (CICO)* is a tier II 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 Peggy (CICO coordinator) at the Family Center where they will receive their CICO card and positive encouragement to start the day. 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 Peggy, 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.  **Here are the FIVE steps we would like you to follow to help us make CICO a success:**  1. Greet the student by name  2. Ensure the student has their CICO sheet with them. (If not, have extras on hand so the student can continue the CICO program with minimal interruption).  3. Provide them with a boost to get them started on the right foot.  4. After each period, circle the points the student has earned.  5. Give the student brief, specific, primarily positive feedback about their behavior related to the school-wide expectations. If not all points were earned, give brief feedback about what needs to be done better next time. |
| **Boost** |
| A boost can be used to provide a little instructional priming for your student to get them engaged in learning before class has even started. Here is an example of how it might look at check-in: “Good morning Lana! Do you have your point card with you today? Excellent! Listen, today we will be learning about geometric shapes. Do you know what a triangle with a 90 degree angle is called? It’s called a right triangle. What is it called? That’s right! Now don’t forget that, because I might need your help during the lesson today.” Be sure to call on Lana when you ask the class what the name of a triangle with a 90 degree angle is called. |
| **Feedback Example** |
| **Student earns FULL points:** “Wow! You did such a nice job of following directions, keeping your hands and materials to yourself, and using kind words. I am impressed!”  **Student earns PARTIAL points:** “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.”  **Student earns ZERO points:** “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 earn 2s if you remember to work hard, keep your hands to yourself and use kind words.” |
| **Non-Example** |
| **Student earns FULL points:** Teacher does not give specific feedback on what the student did well: “Good job.”  **Student earns PARTIAL points:** “You would’ve gotten full points but you screwed up. What were you thinking? So, you think it’s ok to poke other students with pencils.” **OR** Teacher penalizes student for behavior for a previous period or activity: “I can’t give you full points for your good behavior in reading, because you were not following directions earlier in math.”  **Student earns ZERO points:** “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.” |

**CICO Orientation for Coordinator: EXAMPLE**

**When:** Fall in-service

**How long:** 20-30 minutes, either as part of or after training for all staff

**Attendees:** CICO coordinator, administrator, any back-up support

**Materials:** CICO daily point card, FAQs sheet

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| **Rationale** |
| As the CICO coordinator, you are the person that will really have an impact on getting the students off on the right foot when they get to school, helping them to stay organized, keeping contact with families, inputting and summarizing data, and helping to make this program a success for our students. |
| **Responsibilities** |
| You serve a very important role in the lives of these students, and that comes with a few responsibilities. These include:   1. Leading morning check-in and afternoon check-out 2. Maintaining a reinforcement system 3. Entering point card data into CICO-SWIS 4. Coordinating with teachers and staff around absences, tardies, and lost point cards 5. Attending tier II team meetings and informing the team on student progress 6. Informing families of their student’s involvement in CICO and progress |
| **Procedure** |
| **First**, you will need to select a location for the students to check in/out with you every day. These can be the same or different locations; however the location should be easy to access, preferably with high visibility so that students will be prompted to stop in when they walk by. In the event that you are absent, please notify Gregory, the assistant principal, to do the check ins/outs as the same location as you, as not to disrupt the routine for the students.  **Second**, you will need to gather consent from the parents/guardians of the students nominated for CICO. During this time, you will also give them a brief background of the program, and provide them with suggestions for how to appropriately respond to their student’s behaviors for that day, whether they earned all their points or none.  **Third**, you will provide training to all the students on CICO about their daily routine. This includes where/when to check in and out, giving the point card to their teacher, demonstrating appropriate behaviors in class, and how to appropriately receive feedback from adults.  **Fourth**, you will set up a schedule of weekly point card data entry and a system for students to earn their rewards for getting their points for the day/week/month. |
| **Procedure for Lost Point Cards** |
| Teach the students to get another card as soon as they realize they have lost it. That way, although they may have lost some points toward their goal by losing the card, they have not blown the whole day. They can receive feedback on their new card and continue to receive positive feedback throughout the day. Students may also lose cards if they don’t find being on CICO helpful and rewarding. For those students, troubleshoot ways to improve the program. Often this involves asking them the types of rewards they are interested in working for. |
| **Procedure for Students who DON’T Check In/Out** |
| If the student has just forgotten to check-in, you may delivers the point card to the student and prompts him/her to try to remember to check-in tomorrow. Although you don’t want to make a habit of delivering the card to students, if the student accidentally forgot, you don’t want him/her to miss out on opportunities for feedback and to meet his/her daily goal. In some cases the student will not check-out but will bring the point card back with him/her the following morning, hopefully signed by the parents. It’s at that time that you can prompt the student to check-out that day. The student may have met his/her goal but forgot to check-out. You don’t want to penalize the student or give a “0” for the day to a student who forgot to check-out. Some students may not check-out because they have had a bad day and have not met their behavioral goal. There needs to be incentive for checking-out, even if the student has not met his/her goal. |
| **Procedure for Non-Responsive Families** |
| If a parent is either not responding to calls you’ve made, not signing the cards, or using the performance on CICO as a way of punishing their student, please identify another adult in the school building who can provide the student with positive and supportive feedback that is not one of their teachers or you. |

**CICO Orientation for Students: EXAMPLE**

**When:** After parent/guardian has given consent

**How long:** 15 minutes, either individually or with a group of 2-3 students

**Attendees:** CICO coordinator, student(s), any back-up support

**Materials:** CICO daily point card

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| **Rationale** |
| Today we’re going to learn about the *Check In Check Out* program. This program will help you be more successful in school and we are going to practice today so that you’ll know how to be really good at doing this and you can earn all of your points. |
| **Procedure** |
| Here is the CICO daily point card. Look at what is on it. It has the school expectations and some numbers. The numbers are 0, 1, and 2. This is what the numbers mean:   * 2 means that you did a great job being safe, responsible, and respectful * 1 means that you did an OK job being safe, responsible, and respectful * 0 means that you were having some trouble today being safe, responsible, and respectful.   We will practice earning points in just a moment, but first let’s talk about logistics. You will pick one of these up from Jamal, the CICO coordinator, every morning at 8am in the Family Resource Room. Then you will take it with you to all of your classes. At the end of each class, 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 Jamal at 3pm in the Family Resource Room. Jamal will help you add up your points, and if you earn enough points, you will get to choose an activity or reward (describe reward system) 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 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. |
| **Example/Non-Example of Following School Expectations** |
| **Adult Model:** 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 Practice:**  OK, your turn. Show me how you follow directions really well! (**Have students only practice the CORRECT way to follow directions**. Score their card for that skill and give them positive feedback.)  Repeat the adult model and student practice for the other expectations on the card. |
| **Example/Non-Example of Accepting Feedback** |
| **Adult Model:** 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 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, ‘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:** 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 (**Have students only practice the CORRECT way to accept feedback).** Practice by giving the student high scores and positive feedback. Practice by giving the student a low score and corrective feedback. |
| **Summary** |
| Ok, to conclude, where do you Check-In in the morning and with whom? Great! Now, where do you Check-Out in the afternoon and with whom? Excellent! What happens if you meet your goal for the day? That’s right! And what do you need to take how for a signature from your parents? Fantastic! |

**CICO Orientation for Families: EXAMPLE**

**When:** After referral to the tier II team

**How long:** 5-10 minutes in-person meeting or over the phone

**Attendees:** Parents/guardians, CICO coordinator

**Materials:** CICO daily point card, Home Connections sheet

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| **Rationale** |
| I’m calling to inform you that Noah has been nominated to participate in a program at our school called *Check In Check Out*. This program works really well for students who may need more structured feedback from supportive adults to be successful in school. The goal of this program is for Noah to have positive interactions with teachers, staff and you for following school expectations so that he is more likely to meet those expectations in the future. However, we will need your consent before we move forward with this program, so I’d like to tell you a little bit about what it entails. |
| **Procedure** |
| We will ask Noah to:   1. Pick up a card with the school expectations and ratings on it at check-in every morning. 2. Carry the card with him 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. 6. Bring the home report back to school the next day. |
| **Feedback Example** |
| We want this to be positive for Noah. When he **meets his goal**, you might say things like, “Wow! Nice work today” or “You have done a great job following all the rules this week!” If he **did not meet his goal**, you can encourage him 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.” We included some other examples on the *Home Connections* sheet. |
| **Non-Example** |
| Please do not punish or be negative to Noah if he did not meet his goal. If so, he may not want to participate in the program. |