School Psychologist’s Role in Tier 2 Systems Implementation: Overview, Critical Features, Legal/Ethical Considerations

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Objectives

- Introductions
- Review SWPBIS foundations for Tier 2 Interventions
- Exemplar Tier 2 intervention: Watch CICO video
- Review key components of CICO self-assessment
  - What do the components look like?
  - What have been challenges? Solutions?
- Effectiveness data
- Fading & Intensifying CICO
- Potential role(s) of SPSY throughout

Designing School-Wide Systems for Student Success
Effective Behavioral and Instructional Support Systems

Introductions & Reflection

- Reflect on what you know about Multi-Tiered Systems of Support
  - Does your site implement MTSS? What have you observed about Tier 1, Tier 2, and Tier 3 interventions for social behavior?
  - What are the strengths you’ve seen in your current school/districts?
  - What are specific areas of improvement?

Systems

- Practices
- Data

Outcomes

Supporting Student Behavior

Supporting Decision Making

Supporting Staff Behavior

Factors in Positive Behavior Support System

- Developing School-wide Expectations
  - Agreed upon, Posted
  - Teaching System
  - Explicit, Scheduled
  - Acknowledgement System
  - Documented, Varied
  - Consequence System
  - Distinctions, Documented
  - Decision-making Data System
  - Efficient, Shared
  - Management
  - District Support
Components of SW PBIS

- **School-wide System**
  - SW-PBIS Team
  - School Rules
  - Define & Teach:
    - Expectations
    - Routines
  - Acknowledgment System
  - Consequences & Decision Making
  - Handbook

- **Classroom & Group level Support**
  - Tier 2 Group Interventions
    - Individual Teacher Support
  - Individual Student System
    - FBA/BSP – Intensive Individualized Interventions

Team Process

- PBIS is active, alive -- not static
- It’s not something we’ve done – it’s something we’re doing
- Requires regular team meetings with a team that represents ALL school staff
- Team keeps PBIS alive through ongoing planning, support, and decision making to address needs as they arise
- Looking at data & maintaining & developing supports to meet needs

Reflect for Practice

- Reflect on the strengths and challenges you mentioned in the previous discussion. Where does each strength and challenge fall?
  - Tier 1 (universal or classroom), Tier 2, Tier 3
  - Data
  - Systems
  - Practices
- What are the implications for you as a school psychologist?

Effective Coordination of Student Supports

- Multiple ways of identifying students who may benefit
  - Office discipline referrals
  - Request for assistance
  - Formative evaluations

Evaluation Systems for Tier 2/Tier 3

- What structure exists in your current school for handling requests for assistance for students who are struggling with academic or social behavior issues?
  - Requests for assistance
  - Meetings with teachers
  - General education pre-referrals
  - Special education referrals
  - Progress monitoring and follow-up (general and/or special education)
- How efficient and effective is the current structure?
  - Strengths?
  - Weaknesses?
- What is your role (school psychologist), and what role do other specialists play?
Which Team is the Coordination Team?

**Sample Team/Committee Matrix**

<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/BDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWPBIS/leadership team</td>
<td>Reduce school violence</td>
<td>Improve attendance</td>
<td>All Students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #3</td>
</tr>
<tr>
<td>SWPBIS Team (SST, Screening, whatever you want to call it...)</td>
<td>Reduce school violence</td>
<td>Improve attendance</td>
<td>All Students</td>
<td>Eric, Ellen, Marlee, Otis</td>
<td>Goal #3</td>
</tr>
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<td>Reduce school violence</td>
<td>Improve attendance</td>
<td>All Students</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Goal #2, Goal #3</td>
</tr>
</tbody>
</table>

Example: Intensive PBIS Systems

- **Teams to support all students**
  - SWPBIS/leadership team
  - IPBS Team (SST, Screening, whatever you want to call it...)
  - Membership
    - Coordinator
    - Administrator
    - IDEA coordinator (Behavior Specialist)
    - Targeted interventions coordinator
    - Academic specialist
    - Representation from Regular and Special ed.
    - Other specialists as needed
Screening/Intensive PBIS Team
(or whatever you want to call it)

- Develop an Efficient Teaming Process
  - Build on strengths of existing teams (but change will likely be required)

- Review yellow & red zone data at least every 2 weeks to:
  - ID students in need of behavioral support
  - Monitor progress of students receiving support
  - Guide decisions regarding student intervention (RTI)
  - Monitor interventions, implementation & action items
  - Review effectiveness of each Targeted Interventions to determine overall effectiveness

What happens when we get the foundations in place?

A. Commitment
   - Admin support, strong universal supports, monitoring student success, FTE & expertise for tier 2 & 3

B. Team Based Planning
   - Team monitors students receiving interventions, meets at least monthly, team members receive training

C. Student Identification
   - Use data to identify students needing supports, staff know how to access support

D. Monitoring and Evaluation
   - Data is reviewed, interventions updated, and student progress reported to staff and families regularly

Pair & Share...

- What do you see as strengths/challenges with the IPBS team model?

- How is the model alike/different from what you’ve seen or been doing?

Example: Intensive PBIS Systems

- Teams to support all students
  - SWPBS/leadership team
  - IPBS team
  - Core Student-focused team (NOT A STANDING TEAM)

Responsibilities

- Conduct functional behavior assessment
- Build support plan
- Monitor progress, coordinate next steps of evaluation & supports as needed
- Membership
  - Someone with expertise in function-based support
  - Teacher(s), other stakeholders
  - Parent, student

Challenges for Districts

- Universal, effective supports available for ALL students
- Moving from one-student at a time, reactive approaches to capacity within schools to support the behavior of ALL students
- Developing and implementing systems needed for tertiary implementation
- Referrals to Special Education seen as the “intervention”
- FBA viewed as required “paperwork” vs. a needed part of designing an intervention
- Interventions the system is familiar with vs. ones likely to produce an effect
- Incorporating special educators & specialists in pre-referral process

Why is a reduction in ODRs important?

| Benefit Analysis: Learning Time Lost to Discipline Time (Barrett & Swanell, 2002) |
|--------------------------------------------------|-----------------|-----------------|-----------------|
| Disciplinary Referral | Administration Time | Student Time | Staff Time |
| Office Disciplinary Referral | 30 minutes | 20 minutes | 5 minutes |
| Detention | 20 minutes | 6 hours | 5 minutes |
| Suspension | 60 minutes | 6 hours | 5 minutes |

Learning Time Gained by Reducing Discipline Time

| Administration | 11/8 Hours | 15.7 Hours | 25.3 Hours | 150.6 Hours (11 Days) |
| Students | 2.3/7 Hours | 14.3 Hours | 265.7 Hours (14.3 Days) |
| Staff | 58.0 Hours | 5.9 Hours | 23.3 Hours | 641.1 Hours (11 Days) |

Reproduced with permission from the November 17, 2009 Department of Public Instruction presentation “Safe Schools: Positive Behavioral Intervention & Supports: An Introduction to PBIS.”
Source: http://www.wisconsinpbisnetwork.org/coaches/getting-started/benefits_costs.html
Role of Tier 2 Interventions

Why Tier 2 Interventions?

It can take 2-4 weeks to conduct an intensive, individualized intervention:
- Complete Functional Behavior Assessment (FBA)
- Develop a behavior support plan
- Train everyone in implementation

Students can receive support within 72 hours with a tier 2 group intervention
*Are effective for about 67 - 80% (CICO) of students!

Who would benefit from tier 2 support?
- For students “who”
  - Group interventions
- Frequently late
- Homework incomplete
- Regularly “talk-out”
- Have few friends
- Lack of connection to adults
- Students who teachers “can handle” but who are a challenge

Tier 2 Intervention: What it’s not
- Not an intervention for a classroom or a whole school
- Not an individualized intervention
  - Not appropriate for students who have dangerous or violent problem behaviors
  - Not “wrap around” or comprehensive
- Does not require any intensive assessment
- Does not take longer than 10 min. for any teacher to implement

Tier 2 Intervention Critical Features
- Continuously available - Everyone knows the intervention
- Rapid access to intervention
- Low effort for teachers/staff to implement
  - Generic intervention
    - Allows students to move back into “green zone” more efficiently
    - Provide schools with efficient system to support multiple students
    - Efficient access to data collection and initial problem solving
- Consistent with school-wide expectations
  - Goal to get back to green!
- Continuous monitoring
  - If program is not self-sufficient & requires significant organization by referring staff... it’s not a tier 2 intervention! & not just the “card”
  - Peer buddies, homework club, mentoring interventions

Why do Tier 2 Interventions Work?
- Increase structure/routines for student
- Increase in contingent feedback for student
- Increase in explicit instruction on relevant social skills & plan details
- Programs can be applied in all school locations
- Increase recognition for appropriate behavior
- Linking school & home support & academic support, as needed
- Focus is on self-management, as intervention is implemented over time
School Psychologists Role in Tier 2 Interventions

- What are some advantages for having school psychologists supporting implementation of tier 2 intervention systems?
  - What skills are most likely to be useful in tier 2 intervention system support? (think NASP Domains)

- What are some potential considerations/cautions/ or limitations to the school psychologist’s involvement in tier 2 interventions?

Check-In, Check-Out: Exemplar Tier 2 Social Behavior Intervention

- CICO when implemented systematically is an intervention that incorporates all the critical features of Tier 2 (see Anderson & Borgmeier, 2010)
- CICO can has a “built in” data collection system (Daily Progress Report)
- Once a school has implemented CICO system, they can then apply the features/logic to other tier 2 interventions (such as social skills groups, lunch buddies)

CICO Video

LET’S WATCH THE EXAMPLE

CICO Systems Assessment

Self-assessment: Coordinator

- Requirement for CICO
- Must have FTE/time allocated for position
- Need a back-up plan
- Responsibilities include:
  - maintaining/reviewing data
  - Planning for fading or intensifying interventions
  - running team meetings
  - checking intervention fidelity
  - training staff/students &
  - variety of organizational tasks (e.g., who will make sure that..., how will we let them know...)
Self-assessment: Check-in/out staff

- How many check-in/out staff?
  - Who coordinates vs. who checks-in
  - (no more than 3 who check-in/out)
- Allows for efficient, consistent process
- Back-up plan
- Responsibilities include:
  - Checking in and out with students
  - Keeping daily log of points
  - Follow-up with teachers
  - Meeting with coordinator weekly
  - Meet bi-monthly with screening/coordination (e.g., I-PBS) team

Self-assessment: Routines

Morning
- Where do students check-in in the morning?
- What if students are late/early
- What will check-in look like
- Student receives points for check in

Throughout the day
- Who will support teachers (e.g., monitor fidelity)
- Will students prompt teachers for points? Or Teachers prompt students?
- What will check-ins look like throughout the day
- Afternoon
- Where do students check-out?
- What if students are late/early
- How will goals that are met be handled
- What will check-out look like

Other
- Substitutes
- Playground, recess, lunch
- Bus, transportation

Self-assessment: Point Card/DPR

- SWIS-CICO requirements
  - No more than 10 check-ins (at least 5)
  - Use SW expectations (no more than 5)
  - List period #s or time periods
- How will is the card scaled?
- How many check-ins
  - Include check-in/out with coordinator (or CICO staff person) on card in addition to teacher check-ins
  - How is card sent home & copied
- Standardization
  - Linked to SW Expectations
  - Except intensifying

Check-In/Check-Out

Name: __________________________

Date: ______________

Please mark the appropriate symbol to indicate the student’s behavior during each time period.

Great Job: J

Did OK: K

Had a hard time: L

Daily Activities:

Safe
Respectful
Responsible

Staff Initials

Before 1st Recess

Before Lunch

Before 2nd Recess

Specials

Check-in

Check-out

My Goal Today Is: __________________________

Did I Meet My Goal? _________________________

Teacher Comments: _________________________

Parent/Guardian Signature: __________________

Comments: __________________

Benefits of point card prompts

- For staff
  - Reminder for specific feedback to student at regular intervals
- For student
  - Reminder of schedule for day
  - Reminder of specific behavioral expectations and goals for the day
  - A 'ticket' for self-recruiting feedback from teachers and parents
  - Progress monitoring tool
- For school
  - Provides data for data entry for student monitoring and program monitoring
  - Communication
Self-assessment: Point Trading System

Logistics & Resources

- What happens when students meet their goals?
- What can students earn? Can they save up for special privileges?
- Trading system may look different for younger/older students
- List and cost of privileges developed
- Need to ensure students receive privilege right away when earned...coordinator needs to help with follow-through

An example for organizing what to do with those points!

<table>
<thead>
<tr>
<th>Point Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 pts</td>
<td>Take note to office/teacher, Ask a peer to play, read, share, other Principals record, Trip to treasure chest, Choose a snack, Choose a 5 min. activity, Free ticket to sporting event, Get out of school early.</td>
</tr>
<tr>
<td>250 pts</td>
<td>Computer with a friend, Extra sharing time, More time for selected activity, Free ticket to sporting event, Alternative assignment, Alternative activity.</td>
</tr>
<tr>
<td>400 pts</td>
<td>Out to lunch with TBA, Lunch, Free time, Independent work, Get out of school early.</td>
</tr>
</tbody>
</table>

CICO Trading Post

Maintaining Consequence

- Multi Attire

- Wanting Attention

- Wanting something

- Wanting to escape attention

- Wanting to avoid something

100 pts
- Take note to office/teacher
- Ask a peer to play
- Read, share, other
- Principals record
- Trip to treasure chest
- Choose a snack
- Choose a 5 min. activity
- School wide (other
- Principals record
- Computer time by
- Self
- Alternative activity

250 pts
- Computer with a friend
- Extra sharing time
- More time for
- Selected activity
- Free ticket to
- Sporting event
- Alternative
- Assignment

400 pts
- Out to lunch with TBA
- Lunch, Free time, independent
- Work
- Get out of school early

Self-assessment: Student Identification

- What are the school's decision rules?
- Use these in a majority of cases
- What data sources will you use
- Request for assistance (Sample form here)
- Identifying students with internalizing needs
  - Nurses office visits, other?
  - Attendance
- What do your schools use?
- Are you confident in the validity of your data?
- What needs to happen for consistency?

Self-assessment: Family Partnerships

- How to inform parents?
- How to secure parental assent/consent?
- How to train parents to respond when students bring home CICO information?
- What if students don’t return home report?
  - Use as a bonus vs. a punisher
  - Consider assigning a staff "parent" if necessary/appropriate

Self-assessment: Staff Training

- Initial orientation & subsequent training for staff
  - Check-in and out
  - When will students arrive? When should they be dismissed?
  - Providing timely AND effective feedback
    - How to rate student behavior
  - Lost cards
  - Point disagreements
  - When do teachers get feedback?
    - Fading & intensifying
  - Plan for training substitutes
Hi __________________________,
The iTeam met to review your student: __________ __________ _____________.

Our data suggest the student is:
- Meeting/exceeding current goals
- Beginning to struggle
- Not making progress toward goals

We will continue to track the student’s progress. We will schedule a SCT / IEP Review / Evaluation Planning Meeting. We would like to have this meeting completed no later than _________________.

I’ll come talk to you about your concerns.

If you need help sooner, please contact me.

Thanks,
_________________

Comments: _______________________________
_____________________________
___________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Self-assessment: Coordination Team
- Team members:
  - Specialists, administrator, coordinator, teacher, psych, coach
- Training team roles:
  - Coordinator, data analyst, coach, time keeper, minute-taker, communication, etc.
- Preparing data graphically
- Assessing fidelity
- Planning for intensifying/fading

Self-assessment: Student Training
- Overview of the system
- Prompts for the 1st week
- Assent/consent
- Teaching the rating system
- Examples and non-example practice
- Goal setting
- Determining rewards

Self-assessment: Data System
- Who will input data/schedule?
- Where/how is it stored?
- How will data be summarized?
  - Which team will review the data?
  - Who will analyze & plan support based on the data?
- Choose a data system

Self-assessment: Individual Student Outcomes
- Decision rules for intensifying the intervention
  - Typical decision rules, guidelines from “Responding to Problem Behavior”
  - 86% points-86% days-20 school days
  - Consider office referrals and other data with realistic expectations
- Process for intensifying the intervention
  - Possible reasons/solutions for not meeting goals
  - Simplest explanations/changes first
  - Consider function of problem behaviors
- Decision rules for fading
  - Typical decision rules
- Process for fading the intervention
  - Gradually remove components of the intervention (fewer check-ins, goals change, self-rating)
  - CICO graduation, alumni parties, new leadership roles

Self-assessment: School-wide
- Plan for sharing school-wide data regarding Check-in & Check-out (CICO) to staff
  - General data (e.g., number of students on CICO)
- Schedule time in faculty meetings to review/train on critical features of CICO

Sample Teacher Communication Form
Establishing a good CICO system

- Plan, Plan, Plan!
- Document, Document, Document!
- Create a CICO manual that describes all of the procedures for students and staff
- The manual needs to provide enough detail that a staff member could look at it and get a good understanding of the system
- CICO Action Planning Tool

Schools Take Inventory of Current Interventions

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Expected Outcomes</th>
<th>Required Time</th>
<th>Intervenor(s)</th>
<th>Intervention Purpose/Description</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Template for documenting procedures for a targeted intervention

<table>
<thead>
<tr>
<th>Name of targeted intervention</th>
<th>Date last updated</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

1. Purpose of Targeted Intervention and expected student outcomes
2. Student screening and selection to program (assessment and procedures)
3. Procedures for participating in the targeted intervention (a, b, c)
4. Procedures for training staff, students, families, transportation, substitute staff, others
5. Data system for monitoring student progress
6. Decision making cycle and people responsible
7. Procedures for training staff, students, families, transportation, substitute staff, others
8. Staff training at beginning of school year with booster in winter and spring
9. Description of program on website and in the newsletter

Check in Check Out: A Targeted Intervention

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Date last updated</th>
<th>5/12/18</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

1. Purpose of Targeted Intervention and expected student outcomes
   - To provide safety check in and check out with an adult
   - To establish goals and support needs for the day
   - To provide organizational, academic, social support
   - To encourage student self-assessment of behavior throughout the day
   - To establish regular communication with families of students participating in CICO
   - To provide support structure for students enrolled in school three weeks after the start of the school year (CICO for 1 to 2 weeks)
2. Student screening and selection to program (assessment and procedures)
   - New to school after three weeks of school
   - Teacher/family request
   - IEP/SEPI/IEP refers
   - Student who likes adult attention

3. Procedures for participating in the targeted intervention
   - a. What the staff do
      i. Provide student with a brief positive welcome to class, provide feedback to student at end of class
   - b. What the students do
      i. Students enter CICO card daily, establish goals, and use card throughout the day as a prompt and reminders, as a self-assessment tool, and to get teacher feedback at the end of the class period
   - c. What the families do
      i. Attend a meeting at the beginning of each month and ask a child about their day. The parent typically does not correct the child again, but simply has a tool for opening up a conversation about the school day

4. Procedures for training staff, students, families, transportation, substitute staff, others
   - a. Staff training at beginning of school year with booster in winter and spring
   - b. Provide description of program on website and in the newsletter
Role of the School Psychologist

• Now that we’ve reviewed CICO and Tier 2 interventions, in what ways do you think your skills as a school psychologist could be most helpful in supporting implementation?

CICO Effectiveness Data

Results
(Average = 45% reduction; N = 17)

Kevin Filter, Moira McKenna, Elizabeth Benedict, University of Oregon
3 Elementary schools– 17 students

Fairbanks, Sugai, Guardino, Lathrop, 2007

Advanced Implementation of Check in Check out Systems: Adapting and Fading Support

BILLIE JO RODRIGUEZ

SPECIAL THANKS TO AMY CAMPBELL & SARAH FALCON
CICO is Implemented

Morning Check-in

Parent Feedback

Regular Teacher Feedback

Bi-weekly SST Meeting to Assess Student Progress

CICO Coordinator Summarizes Data For Decision Making

It is not working!!!!

Student Recommended for CICO

Bi-weekly SST Meeting to Assess Student Progress

CICO Coordinator Summarizes Data For Decision Making

Morning Check-in

Parent Feedback

Regular Teacher Feedback

Bi-weekly SST Meeting to Assess Student Progress

CICO Coordinator Summarizes Data For Decision Making

It is not working!!!!

Who is successful on standard CICO?

- Successful students on CICO
  - Students who like attention
  - Students whose social behavior risk/needs are in the "yellow zone"
  - Students who are displaying mild-moderate levels of problem behavior throughout the day
  - Students who may come to school in a "bad mood" due to setting events on the bus or at home
- Not likely to be successful on CICO
  - Students whose social behavior needs are in the "red zone"
  - Students who do not like adult attention
  - Students who are engaging in problem behavior to avoid difficult academic tasks
  - Students who only have problems in a specific setting (recess, music, etc.)

Intensifying CICO

- Use a team approach to problem-solving
  - Don’t get discouraged
- Use data to determine modifications
  - Points, No data-fidelity, Rewards
- A brief teacher interview (e.g., Functional Assessment Checklist for Teachers & Staff)
  - or detailed information on a referral form may be useful (Request for Assistance)

Decision Guidelines

- Student progress monitoring
  - Guidelines for concern:
    - 5 consecutive data points under goal that make a flat line or
    - Three consecutive days of decreasing point earned percentage under goal.
  - Teacher, parent, student testimonies
- Fidelity and effectiveness of targeted intervention
  - Use CICO- SWIS reports
  - Get teacher satisfaction data three times a year

Data analyst

- Before the meeting
  - Review student data and use decision rules to
    - Determine students who are doing well
    - Determine students of concern
- During the meeting
  - Provide summary of # of students doing well
  - Provide data for students of concern
  - Plan supports or additional data to gather

Identify Routines

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Daily</th>
<th>Yearly</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Other</th>
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Hawken, 2002
Let's look at some data

Charlie

Let's look at some data

Alex

What questions would we ask?

Let's look at some data

Maude

Typical Reasons CICO may not be working for an individual student

1. The program does not match the perceived function of the problem behavior.
2. The rewards are not powerful or desirable for the student.
3. Low fidelity of implementation.
4. The student needs more instruction on how to use the program.

Troubleshooting: Intensifying CICO

Problem: The student has academic skill deficits, and may be trying to escape the task
Possible Modifications:
1. Provide additional academic support!
2. Pre-teach skills/lessons prior to the lesson
3. Allow breaks or homework passes as rewards
4. Modify instruction
5. The most important thing to remember: The "escape" will not go away until the student gains the academic skills

Troubleshooting: Intensifying CICO

Problem: The student does not seem to be motivated by the rewards
Possible Modifications:
1. Talk to student! They may have great ideas about possible rewards.
2. Reduce the amount of points the student needs to earn a reward.
3. Give the student more opportunities to earn points (more teacher check in times).
Troubleshooting: Intensifying CICO

**Problem:** Low Fidelity – The teacher isn’t marking the card

**Possible Modifications:**
1. Problem solve barriers with the teacher
   1. Re-training
2. Time, Remembering, Philosophy, Training
3. Model CICO again
4. Teach the student to approach the teacher to get the card marked

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Troubleshooting: Intensifying CICO

**Problem:** Low Fidelity – The student does not check in/out

**Possible Modifications:**
1. Ensure that the student has enough time to get to class on time or make it to the bus
2. Provide “late slips” to students who are late
3. Have the check in/out time be fun and positive
   1. Is student earning goals? Follow-through?
   2. How delayed is back-up reinforcer

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Troubleshooting: Modifying CICO

**Problem:** The student needs more instruction on CICO skills

**Possible Modifications:**
1. Provide a thorough overview of the program and review procedures on a regular basis
2. Provide explicit examples and non-examples of desired behaviors
3. Role play the behaviors to give the student time to practice

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Big Ideas: Intensifying Support

- Use decision rules
- Focus on smallest change to CICO
- Problem-solve with teacher
- Change reward system
- Analyze data
  - Certain time of day, certain day of week
  - Keep trying! Encourage teacher & student!
- CICO teams with specialist/special educators involved provide “bridge” between general and special education.
  - Knowledge of & increased confidence in interventions tried
  - Increased familiarity with students who may be struggling sooner

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Student Recommended for CICO

- CICO is Implemented
- Morning Check-in
- Regular Teacher Feedback
- Parent Feedback
- Afternoon Check-out
- CICO Coordinator
- SST Meeting
- Fading the program
- Exit Program

Hawken, 2002
When Should We Fade CICO?

- The student should have demonstrated success over time
- What are your decision rules?
  - BEP book, 80-80-4 (Crone, Hawken, Horner)
  - Majors...Minors
  - Realistic expectations...we all make mistakes sometimes.

Celebrating Graduation

- CICO Graduation celebration
- CICO “Alumni” parties
- Older/Faded/Alumni students support younger, newer CICO students
- Transition to new roles in the school that carry responsibilities and still provide attention for appropriate behavior
  - Self-monitors, recess leaders, library assistant, etc.

Let’s look at some data

Brooklyn

Let’s look at some data

Carlos

How do we fade CICO?

There are several options –
1. Simply take the intervention away
2. Increase goal
3. Gradually remove different components of CICO
4. Teacher the student to self-monitor

Unlike intensifying...Standardize fading for most students with ‘fading phases’

Gradually Fading Components of CICO

- Decide what components will be faded
- Document the plan
- Meet with the student to explain the changes
- Be sure to present the changes as positive to the student
  - they may not like having to earn more points!
- Monitor the student’s progress while fading CICO, and make changes as needed
Self-monitoring

- Self-monitoring is a great option for fading CICO
  o Teaching a student to monitor his or her own behavior will teach skills that are needed to be successful in the school environment
- The downside: it takes time and planning to teach the student to monitor his or her own behavior with accuracy
- Typically, young students (K-2) may have trouble learning to self-monitor

Self-monitoring consists of several components:
- Self-evaluation – How did I do?
- Self-recording – Write down how I did.
- Self-reinforcement – I did a great job!
- Self-recruitment of praise – Look, I did a great job!

Step 1: Train the student
Training Includes:
- Telling the student about the changes in the program
- Teaching the student how to evaluate his or her behavior (with lots of examples)
- Teach the student how to record his or her rating on the card
- Teach the student how to recruit praise

Step 2: Accuracy Checks
- Initially, teachers should continue to rate student behavior & compare student ratings
- This should occur until the student has rated his or her behavior with 90% accuracy for at least two weeks & student is meeting their goal
- Students should receive praise and points for accuracy as well as positive behavior

Step 3: Students rate their own behavior
- After meeting a criterion/decision rule, check-ins should be reduced
- Teachers should still check the student’s card for accuracy at certain times
- Students continue to rate their own behavior
- After the student has become accurate, and is displaying appropriate behavior, other features of the intervention may be faded
Sample Phases of CICO
Katie Wesley Riverside Elementary N. Clackamas

- **3 CICO Self-Management with Decreased Check-ins**
  - 80% of points for 2 weeks move to phase 4
  - 60-80% of points stay at phase 3
  - > 60% cycle back to phase 2

- **4 Full Self-management of CICO**
  - Based on student performance team meets to discuss exiting CICO (e.g., 80% of points earned for 2 wks)
  - 60-80% of points stay at phase 4
  - > 60% cycle back to phase 3

*If student reports phase more than 2 x revisit at IPBS

Studies Evaluating CICO


Sample Phases of CICO developed by Katie Wesley, 2020

- **1 Full CICO**
  - 80% of points for 18 to 20 days move to phase 2
  - 60-80% of points stay at phase 1
  - > 60% of points cycle to IPBS intensify

- **2 CICO Self-Management with Full Check-ins—focus on accuracy in self-ratings**
  - 80% of points earned for 2 wks move to phase 3
  - 60-80% of points stay at phase 2
  - > 60% cycle back to phase 1

Next Steps

- What can you do to support students to be more successful in your setting?
- What are potential ways for you to be involved with MTSS?
- Why is it important to consider data, systems, and practice aspects when problem solving?