

CICO Study – Lessons Learned

1. Common for schools to explore CICO with too few students (2 to 5) most often student identified need intense supports, resulting in no progress and/or reporting CICO doesn't not work. **Initial implementation** should be set up with a **small group of 8 to 10 students** to build systems for CICO.
2. Often schools create DPRs with individual student goals versus schoolwide expectations – teachers report easier to implement when linked to SW expectations
3. Rare to use entry criteria for students who would benefit from only CICO - develop entry and exit criteria for students at low risk for the school/district
4. Consider selecting CICO Facilitators who have the time and interest in building relationships with students this will expand the number of trusted adults for students in the school.
5. It is assumed staff know how to implement CICO, provide onsite training for all staff, and separate training for facilitators, including school routines and implementation details. With a follow up written document for reference. Example – staff watch a 20-minute voice over PowerPoint and meet as a PLC to ask questions – Review annually as part of the beginning of the year plan
6. Classroom **teacher Implementation fidelity** is often left to chance. Monitor fidelity of classroom implementation (teacher feedback). Consider building a fidelity check routine. Example - The CICO Facilitator/Coordinator is responsible for monitoring CICO in the classroom at the start of implementation. Provide additional training and coaching as needed.
7. CICO Facilitator implementation is often left to chance. Monitor fidelity of check in and check out routines, Example CICO Coordinator checks fidelity during the first 2 weeks of implementation and provides additional training and coaching as needed.
8. Home notes relieve stress for families versus sending home the DPR with specific data
9. **Routines for CICO are essential** – a common folder or clip board supports organization and a positive culture of a club versus the stigma of “being on a folder or clip board”
10. Start with the simplest DPR focused on academic's blocks – add time blocks to the DPR for individual students not responding.
11. Use SW routines (acknowledgement and responding systems) for areas outside the classroom.

12. **Progress monitor data** - Plan for graduation from the beginning – communicate this to students/families – (build in a self- monitoring routine as part of the exit process) Celebrate students graduating, this encourages others to graduate
13. Identify CICO Facilitators who can build relationships with students, build FTE to do this work (versus inviting students to pick a trusted adult) This process builds additional relationships for students and streamlines the CICO process
14. Teach subs how, where, when to check in and check out - (counselors, academic coaches, assistant principals etc.)
15. Document and share CICO process
16. Once schools in a district are implementing with integrity and obtaining results, develop a districtwide plan (supply staff with materials needed to implement versus each school creating on their own)
17. **Include special education teachers in the training, coaching and implementation of CICO**
18. Collaborate with special education teachers
19. Avoid creating a separate CICO system for students with disabilities
20. Include students with disabilities in CICO as appropriate to build natural support across the school – intensify and differentiate as needed.
21. Progress monitor, include multiple sources of data – Example DRP, attendance, Office Referrals or Buddy Room visits
22. Build a standard process to assess the social validity of teachers, students and families. Make changes annually based on the feedback.
23. Share progress regularly with all staff. Include in annual report to the community
24. Begin with standard CICO, layer in differentiated and intensified supports based on data.

Individualized goals, increased frequency of feedback, add wellness check during check-in, teach social skills,

Start with standard cico process use progress monitoring data to differentiate and intensify supports