Guiding Questions for CICO System Problem Solving and Action Planning

Are 70% of students responding to CICO (SWIS Dashboard)?

- ✔ If not, problem-solve around systems to support adults and students. See Guiding Questions and Sample System Solutions below. Guiding questions to identify the systems problem

- ✔ If yes, use a precision statement or some other summary format (prepared in advance by coordinator/data analyst) to identify groups of students to:
  - To continue as is
  - To intensify/modify supports (those we are not being responsive to)
  - To plan for fading/graduation

Sample Precision Statement:

30 students are being supported through CICO. 70% are responding (21 students), 16 students are making progress (upward trend) and we will continue to progress monitor until goal is met (80% points earned over 4 consecutive weeks), 5 students have met their goal (80% points earned over 4 consecutive weeks), and 9 students are not responding.

- ***Continue*:** 16 students making progress and review again at next meeting

- ***Fade/Graduate*:** 5 students have met and maintained their goals with no new office discipline referrals (ODRs). For two weeks we will have these students: check in less frequently, move to student self-monitoring, participate as a student leader (e.g., helping adults with CICO routines, mentoring other students, sharing story to key stakeholders), participate in a Graduation Celebration

- ***Intensify/Modify CICO Features*:** 9 students not responding. CICO Coordinator has explored possible reasons why (e.g., consider function of behavior, skill deficits, home/school support) and brings recommendations to the team meeting for groups of students who may need a plan change (e.g., In advance of the team meeting, CICO Coordinator prepares proposed plan changes that reflects the following: 4 students may benefit from having a peer join them for their check-in check out, 3 students may benefit from a change in reinforcers for checking in and making progress towards goal, and 2 students may benefit from increased communication and support to families). Agreed upon solutions and action steps are implemented with communication to staff involved. Continue to monitor student progress and revisit during the next team meeting.
  - ***Next steps for students who continue to not respond*:** Coordinator ensures plan changes are implemented with fidelity and reviews progress monitoring data to prepare individual student reports to share with the team. Team engages in a quick "double check" to identify any additional modifications that may improve responsiveness. Team should implement and monitor effectiveness of additional modifications to CICO before considering alternative Tier II interventions and/or referral to a problem solving team.

Additional Resource: CICO Fidelity Tool Suite

CICO Guiding Questions and Sample System Solutions	
Identified Issues	*Sample System Solutions*
Students not checking in	• Review check-in routine and ask students what would be supportive to them • Increase behavior specific praise to students for checking in • Surprise reinforcements for checking in on random days (intermittent reinforcement: e.g., special drawing) • Ensure student is arriving to school on time and if not, check in with families • Ensure morning arrival allow students time to access location of check-in • Use visual reminders on student desks or backpacks to check-in
Students not checking out	• Review check-out routine and ask students what would be supportive to them • Increase the behavior specific praise to students for checking out • Support teachers to create a system to remind the student at the end of the day • Surprise reinforcement for checking out on random days (intermittent reinforcement: e.g., special drawing) • Use visual reminders on student desks or backpacks to check-out
Students losing Daily Progress Report (DPR)	• Ensure that students can get a new DPR anytime during the day • Ask the students why and what would be supportive to them • Identify and teach a routine for using the DPR throughout the day • Use something to store the DPR with easy access for the teacher and student (e.g., place inside planner, use a clipboard, use a folder in the classroom)
Families not engaging with communication component	• Revisit your how you introduce families CICO (e.g., sample family intro) • Reach out to families to review their contributions to this process and ask what would be supportive • Acknowledge families when they contribute to the process (e.g., quick thank you note, phone call)
Teachers not providing performance feedback throughout defined periods reflected on DPR or other issues	• Use data and/or ask staff questions to define support needed o Is this support needed for all, some, or a few adults? o Do adults need support with the performance feedback practices (e.g., Behavior Specific Praise and Error Correction)? o Do adults need support with process/routines? o Do adults need a booster on What is CICO? o Has the team shared data regularly with staff (not specific student data, just systems data)? o Has the team communicated around any action steps identified for solutions to problem solving during Tier 2 Team Meeting?
Students not receiving feedback constructively	• Are staff following steps for error correction? Is a staff PD needed? • Ask students what is going on with this and what would be supportive to help them? • Teach students how to receive feedback and teach staff to use behavior specific praise/feedback when students accept feedback appropriately. • Use pre-correction to remind students how to receive feedback (during check-in and throughout the day) • Review process for earning points (how are they earned and resulting outcomes).
Selected reinforcements do not seem to be effective	• Survey student for reinforcement preferences to inform modification of any existing social and/or tangible reinforcers
Other:	