ACTION PLAN FOR CICO

Date: _____/_____/_____

Team Members Completing:

Instructions: For each element, decide Whether it is fully (2), partially (1), or not partially or not in place, decide (as a group) what needs to occur, who is in charge of the step, and a target date for completion.

SYSTEMS FOR CICO

1. Coordinator/CICO Mentors identified **Rating: 2 1 0**

Considerations: Who? Ensure consistency and efficiency. One or two coordinators; more mentors if necessary. How will person's time be allotted?
Coordination can be split into coordinator and CICO mentor roles. Have as few mentors as feasible to maintain fidelity of beginning/end of day checks.

Steps	Next Steps	Who?	Date
Coordination Coordinator identified with time for coordination blocked out, included in job duties *–Meeting with coordination team* *–Maintaining & sharing data to multiple stakeholders* *–Parent/student consent/assent* *–Coordinating with team for systems and student needs (e.g., training students and staff, communicating broadly about intervention to all so they know how to access, logistics for implementation such as materials needed, on-going communication, problem solving)* **Mentor** Adult(s) identified with time for checking in and out with students at beginning and end of day, included in job duties (should be someone other than the child's classroom teacher who builds positive relationships with students) *–Checking students in and out with positive feedback to begin and end day as well as prompts for success* *–Reviewing/practicing with students on skills needed for participation* *–Ensuring points are logged* *–Ensuring reward delivery occurs as goals are met* ***–Back-up plan for mentor absences developed***			

Adapted from Action Planning for CICO, Anderson, C. M., & Todd, A. (Dec, 2007, modified sbb 2009, bjr 2021)

2. CICO Routine **Rating**: **2 1 0**

Considerations: Do students check in and out at different places? Do students need to come early and leave last class early?

Steps	Next Steps	Who?	Date
Manual • CICO manual developed for school with information about routines **Location** • Appropriate & consistent location(s) for student check-ins/outs identified and secured • Consider distance to/from classroom and dismissal areas as well as how many people will need to be in the location at once and whether location will support pro-social behavior **Arrival/Dismissal Checking in/out** • Plan for if students arrive late/early, leave early, etc. • Considerations of location/logistics for students who use bus, walk/bike, are driven • Plan for checking in/out each day with mentor (e.g., logistics of multiple students, "all calls" for student release, totaling/spending points, what to do if student did/did not meet goal) **Throughout the Day** • How many check-ins? (Recommended range is 5-10 per day.) • Who will support teachers (e.g., monitor fidelity)? • Teacher/adults initiate check ins with students. Including greeting/prompting appropriate behaviors and providing feedback at end of session/period. • What will check-ins look like throughout the day? • What happens if card is lost/forgotten? • Common areas such as cafeteria, playground, specials/related arts • Bus? **Other Logistics** • Plan for data scoring when students are absent • Plan for data scoring when students receive an office discipline referral • Plan for when students spend time in an alternate location (e.g., break space, principal's office) • Plan for special schedules (e.g., early release, assembly schedules)			

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• Substitute teachers (e.g., 1 page overview that can be in sub folder that's ready to go for all teachers to fill in minor specific info) • Timing for giving feedback for "tight" transitions, multiple students in a location (e.g., recess), or for students who need private feedback			

3. Point Card System and DPR (Daily Progress Report) **Rating**: **2 1 0**

Considerations: Refer to Readiness if using CICO SWIS
-Same/similar card for all students, use school expectations, age appropriate, behavioral expectations consistent with school-wide expectations, only individualize when data indicate need

Steps	Next Steps	Who?	Date
Reasonable number of expectations positively stated aligned to school-wide expectations • Typically, maximum of five expectations set for all students • Typically, 5 to 10 check-ins per day set for all students • May need more for young students (possibly splitting day in half for AM/PM cards with mid-day mentor check, reward or reset) • List period #s, routines, or time periods on all cards ahead of time • Ensure we are focused on key Tier 1 skills/expectations rather than inadvertently creating higher expectations for students in CICO (e.g., responsibility for card or initiating check-ins should be adult supported and not a factor in behavior rating scores initially since these are not skills expected of other students at Tier 1) **Is the DPR teacher/student friendly?** • Same/similar for all students so efficient • Understandable (e.g., faces vs. numbers) • Goals logical for students to understand progress and set up for maximum success • Does the card communicate key information to students/others and focus on positives (i.e., facilitate a positive conversation about how to be successful)? • Do students and teachers have input into card components while still ensuring majority of content is streamlined across all students? • Visual cues or other standard ways to indicate students who are fading out of the program after success or students who have intensified supports **Data easy to summarize?** • Total points possible identified • Scaling metric set (e.g., 2, 1, 0)			

• Plan for students who have different teachers/adjusted schedules developed • Plan for students who need card during common times (e.g., recess or lunch) or special locations (e.g., bus) is set up • Point cards designed, copied, and accessible • Plan for carrying card (e.g., small clip board, folder, lanyard, digital?) • Daily goal and point banking sets students up for success **Data system for monitoring progress that includes plan/procedures for data entry, regular review using visual analysis of data, noting changes to CICO (e.g., CICO SWIS, excel)** **Will you collect baseline?**			

4. Acknowledgements, Incentives, Point Trading System **Considerations: When will trading occur?, How often? Consider modifying for different needs of students, what will happen if student if absent on trading day? Consider variety of rewards with social focus/school engagement, relationship building, discounted school activities, prize for student's class or activity with peer of choice.**		**Rating**: **2 1 0**	
Steps	**Next Steps**	**Who?**	**Date**

Logistics & Resources
• What is the goal for students to earn acknowledgements?
• Daily, point cumulative, generic vs. individualized, student vs. staff generated
• Consider how to encourage overcoming failure
  • Avoid taking away earned points
  • Avoid "all or nothing" approaches (e.g., only if you make goal, you get progress)
  • Consider points earned but goal not met as "saved" for goal met days
  • "bonus" points for turning around a rough time, going above and beyond, etc. that can be used toward privileges but not necessarily incorporated into progress outcome data
• 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
• Daily stores, incentives for checking in/out, super sales, bonus days
• List and cost of privileges developed			

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• Need to ensure students receive privilege right away when earned…coordinator needs to help with follow-through • May need end of day check out incentive • May need incentives for morning check-in **Incentives** • *Strategies to generate ideas for incentives & ensure staff and student buy-in* • *Intangible incentives identified and recorded* • *Tangible incentives identified and recorded* • *Point sheet developed—cost of incentives includes a range of "immediate" and long term "saved" incentives* **Spending schedule** • *Schedule for frequency/timing of trading developed* • *Plan for students absent on trading day developed* • *Budget set for purchasing incentives on regular schedule*			

5. Student Identification		**Rating**: **2 1 0**	
Considerations: How will students be identified? What are the decision rules?			
Steps	**Next Steps**	**Who?**	**Date**

• Decision rules for identification complete and include multiple ways to access such as staff referral, parent/student referral, office discipline data referral (decision rules), etc.
  • Criteria for determining when to add more students
  • Regular review of data for discrepancies in students identified for CICO (e.g., are groups of students over or under-identified for support?)
 	
• Data to guide use of CICO & modification (*Multiple data sources used (blend academic and behavior data sources)*
  • Referral Forms (teacher, parent?)
  • CICO is modified based on function
 	
• Identify resources needed for maximum number of students (initially, full capacity, cohorts)
 	
• Parent/student consent/assent process			

• System to ensure student access within 72 hours of referral in most cases
  • Teacher refresher for CICO intervention critical features when student begins later into school year
  • Communication to relevant staff (e.g., alternate locations) when a new student is added to CICO			

6. Family Partnership **Rating**: **2 1 0**

Considerations: How are all parents informed about system? How are parents encouraged to participate/refer their child if needed?

Steps	Next Steps	Who?	Date

• Overview planned for all parents; inclusion as part of supports in school manual/materials
• Plan developed for obtaining parent consent (passive or active) & input into program
• System for notifying parents when a student is about to begin program is developed
• Plan for communicating outcomes to parents (daily, weekly?)
• Information for parents includes how to respond to home report
  • *Goal met day*
  • *Goal not met day*
• Plan for eliciting and responding to parent feedback developed
• Plan stipulated for students to incentivize returning home slip without punishing
• Steps developed to run plan w/o home report
• Plan for if card is used punitively by parents
• Plan for when parents don't want to/cannot participate (staff mentor signs instead)			

7. Staff Training & On-Going Implementation Support **Rating**: **2 1 0**

Considerations: Will staff be trained about system all at once or in increments? How will staff provide feedback about impact, areas of improvement? How will impact be shared with staff, school system, community?

Steps	Next Steps	Who?	Date

• Initial orientation/overview developed and scheduled at least annually (*Rationale, critical features, effectiveness, logistics taught)*
  • *Providing positive prompts*
  • *Providing contingent, positive (growth-focused) feedback*
  • *Efficient checks*
  • *Lost card—how to respond*
  • *Arguing about points*
  • *When a student gets an ODR*
  • *How often teachers will get feedback on student progress*
• On-going opportunities to provide whole staff updates on school-wide Tier 2/CICO implementation (e.g., total numbers of students served, average success/goals, faded students)
• Plan for assessing buy-in developed and scheduled
• Plan for supporting teacher implementation fidelity (e.g., self-assessments, observations)
• Training when a student begins system developed/scheduled
  • *Overview of system*
  • *Prompting student during first week*
• Schedule for refresher training set
• Plan for training substitutes in CICO developed
• Marketing plan developed (data reports/celebrations- Indian Head example)			

8. Coordination Team (& Coordinator) Training **Rating**: **2 1 0** **Considerations: Who is on the team? What skills & perspectives do you need? What on-going supports will be necessary?**			
Steps	**Next Steps**	**Who?**	**Date**

Tier 2 Coordination Team
● Team members expertise (one person can fill multiple roles):
  ○ behavioral knowledge, knowledge of students, knowledge of context/school for implementation, administrative authority
  ○ Consider: specialists, administrator, coordinator, teachers, school psych, coach, staff in common areas
● Training team roles:			

○ Team facilitator/coordinator, intervention data analyst, coach, time keeper, minute-taker, communication, etc. ● Time for meeting typically 2x/month set aside (may be weekly at first) ● Members familiar with CICO and data-based decision-making ● Reviewing data/requests for assistance for new referrals ● Preparing data graphically for students currently on CICO ● Sharing updates back to teachers/families about student progress/next steps ● Assessing/supporting fidelity, including training in CICO ● Seeking stakeholder feedback at least annually ● Planning for intensifying/fading based on data decision rules ○ Invite/coordinate with classroom teacher for problem solving **CICO Coordinator training** ● *Plan for training coordinator in CICO system developed* ● *Coordinator trained- back up/sub identified if also mentor for students* ● *Strategies developed and implemented regularly for assessing fidelity, supporting implementers, obtaining feedback* ● *Coordinator is able to summarize data graphically for students on CICO*			

9. Information for students **Rating**: **2 1 0** **Considerations: Who will lead training for all students? Will students be involved in the planning and development of the system?**			
Steps	**Next Steps**	**Who?**	**Date**

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• *Overview for all students planned and delivered*
• *Steps for introducing CICO to specific students delineated*
• *Steps for additional instruction for students who need it*
 	
• Training for students who begin program complete and include:
 	
  • Expectations, goal setting, where and who will be checking in and out
  • Logistics such as plan for lost card, arguing about points, student gets an ODR, substitute teacher, home component			

Data Monitoring FOR CICO

10. Data System: Monitoring student outcomes	**Rating**: **2 1 0**		
Steps	**Next Steps**	**Who?**	**Date**
• Specify location for CICO data storage • How will data be summarized and graphed? • Identify person to input data and share graphs with coordinator • Develop schedule for summarizing data • Schedule for sharing data with team • Schedule for sharing data with teachers & families • Will baseline data be collected? If so, how? • What are the decision rules for intensifying? (i.e., How long will CICO be left in place before modifying on average? How do we indicate intervention changes in the system?) • What are the decision rules for fading? • Plan for assessing fidelity of implementation • Prompting student during first week • Schedule for refresher training set • Plan for training/communicating substitutes in CICO developed			

11. Monitoring outcomes across school	**Rating**: **2 1 0**		
Steps	**Next Steps**	**Who?**	**Date**
• Develop plan for examining student success on CICO and office referral data patterns annually • Consider other sources of data that may be relevant for review			

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• Review who was served (look across key groups such as race, disability, types of behaviors served, gender, etc.) for possible discrepancies • Schedule time on faculty meetings quarterly to share outcomes from CICO with staff			