

CICO Family Description Role Plays

Receptive Parent

Teacher: Hi, Mr. Smith. This is Katie Pohlman from West Elementary. How are you today?

Parent: I am good thanks. How are you?

Teacher: Really well, thanks. I am calling to follow-up from our conversation a couple of weeks ago. I have intentionally increased the number of Hawk Bucks given to Zoe over the last week. She seems to thrive from the specific praise attached to the Hawk Bucks.

Parent: It seems like her behavior has been about the same at home. How has she been at school?

Teacher: In general, it is clear she does respond to this feedback and as you know, Zoe did receive an office referral earlier this week. This is Zoe's second referral this month and we use office referrals as data points to ensure we provide students with the level of support they need to be successful. With this data point and the behaviors we discussed before, we would like Zoe to be a part of our Soar program. Students in Soar receive scheduled specific feedback from staff throughout their school day (in addition to contact with a positive adult before and after school). While I do my best to intentionally provide additional specific feedback to Zoe throughout the day, this will also provide me with prompts and a schedule to ensure Zoe receives the feedback she needs.

Parent: Can you tell me more about what you mean by feedback?

Teacher: Sure. When we are praising students for doing what they are suppose to do, we try to be specific about their behavior and connect it to our school-wide expectations. For example, Zoe, I really like how you are showing responsibility by having your book open and eyes on me while I am teaching. Or sometimes, providing feedback when behavior is inappropriate. Like, Zoe, I notice you are reading your library book during class instruction. Showing responsibility during instruction would look like having your math book open and eyes on me.

Parent: That sounds exactly like what Zoe needs! I wish I was better at using that language with her, but I know I lose my patience.

Teacher: Yes, it takes a lot of practice! We have more information about Soar on our school webpage or you can attend our monthly Soar program to learn more about how you can be involved at home. Do you have access to check that out?

Parent: Yes, I can do that.

Teacher: Give me a call or send me an email with any specific questions after reviewing that. We will talk to Zoe about Soar and she will start on Thursday. I will follow-up next week to see what questions you have then.

Challenging Parent

Teacher: Good morning, Mr. Smith. This is Katie Pohlman from West Elementary. How are you today?

Parent: Fine (with a sigh).

Teacher: I am calling to follow-up from our conversation a couple of weeks ago. I have intentionally increased the number of Hawk Bucks given to Zoe over last few weeks like we discussed. She seems to thrive from the specific praise attached to the Hawk Bucks.

Parent: Oh, no. What did Zoe do this time?

Teacher: Actually she is having a good day today. We just finished Math and she was listening and engaged in note taking. Then she aced the review questions!

Parent: Yeah, she is good at math. Why are you calling then?

Teacher: Well, as we talked last week, Zoe is in need of a bit of extra attention and benefits from specific positive and corrective feedback during the day to help her be successful with following Be Respectful, Be Responsible and Be Safe at school. As you know earlier this week, she received her second office discipline referral on the playground.

Parent: Yeah, that was bogus. She was just defending herself.

Teacher: I understand it was a reaction and part of our school expectations for Being Respectful is keeping hands to ourselves. The rules at school are not always the same as the rules at home. At West Elementary, we monitor data to help us ensure we are giving each student the support they need to be successful. We think Zoe would do well participating in our Soar program.

Parent: Oh, what kind of hocus-pocus is that?

Teacher: Students in Soar receive scheduled specific feedback from staff throughout their school day and extra dose of positive attention in morning and afternoon from adult.

Parent: So she is singled out.

Teacher: No, lots of kids participate in Soar and love having the structure of having their day broken down into smaller portions to know how they are doing.

Parent: So what will it look like?

Teacher: Zoe will stop in the library each morning to check-in and pick up a Soar progress card. Throughout the day that card will remind both Zoe and I to check-in on how she is showing Respect, Responsibility, and Safety. I will be able to individually give Zoe specific feedback on how she is doing with these expectations at those designated times.

Parent: Sounds like something you should be doing anyway as her teacher.

Teacher: Positive specific praise is something I practice in my classroom and research has shown that some students benefit from higher doses of this specific feedback. From my increase in Hawk Bucks over the last few weeks, I think Zoe will really thrive from scheduled feedback.

Parent: I like the idea of her getting the feedback she needs. I just don't understand why she has to participate in a program to get it. How will I know how it is going?

Teacher: A few ways. You will see a copy of Zoe's card each day and she should be able to tell you about her day from that summary. I will also connect with you each week either by email or phone. And Zoe will also be able to let you know.

Parent: Okay, so I can help you by adding consequences for her at home when she doesn't meet her points.

Teacher: While I understand the desire to want to help reinforce the points being received or not received, part of the Soar support is monitoring the data closely to modify support as need. So all we need you to do acknowledge the fact that Zoe is receiving the support and add an extra celebration when she meets her points. As well as be in touch with the school with any questions and concerns.

Parent: Is there something in writing about this program? I want to make sure everything you are saying is all legit.

Teacher: Yes, on our school website. Do you have access to that?

Parent: Yes.

Teacher: Great! You can also join us the first Thursday of the month to learn more about Soar. What other questions do you have for me?

Parent: None.

Teacher: Well thank you for your support and let me know what questions you have after reviewing the website. I will check back in next week.