

STUDENT TRAINING FOR CICO

Plan about 15 minutes to orient students to the CICO program. You will show them how it is done, and provide special instruction on accepting corrective feedback about their behavior.

Materials needed:

- CICO sheets for students to see and to practice with.

Rationale for CICO: “Check In, Check Out’ (the name of your school’s program) is going to help you get praise and rewards for following school rules.

Procedure: “Here is the CICO card (name of your school’s card here). You will pick one of these up from (CICO coordinator) every morning at (time) in (location). Then you will take it with you to all of your classes/activities. At the end of each class/activity, your teacher will circle the points (point to numbers on card) you earned for following school rules (point to rules on card). At the end of the day, you will take your CICO card to _____ (CICO coordinator) at _____ (time) in _____ (location).

The CICO coordinator will help you add up your points, and if you earn enough points, you will get to choose an activity or reward (describe system for your school or that student) for following school rules. If you do not earn enough points, you can try again the next day. Then you will take the card home to your parents/families to show them how you did. You need to bring that card back the next day to school. Here is an easy way to remember what to do:

1. Pick up card at check in.
2. Carry card with you to all classes.
3. Take card to check out at the end of the day.
4. Take card home at end of day.
5. Bring card back to school the next day.

Trainer Demonstrates Examples/Nonexamples of Following School Rules: “Now you will watch me follow the school rules and get a rating, then you will practice.”

(Show the type of behavior that will get the student a high, medium and low score for each rule):

“For following directions (point to rule on card), to get a 2, I have to follow the teacher’s directions every time in class. So when the teacher says, ‘Get your math book out,’ I have to do it right away every time (demonstrate).

If I don’t do it right away or every time, and the teacher has to remind me, I will get a 1 (demonstrate).

If I don’t do it or need lots of reminders, I will get no points (demonstrate).”

Students Practice Following School Rules:

“OK. Your turn, show me how you follow directions really well! **(Have students only practice the CORRECT way to follow directions--not the incorrect way. Score their card for that skill and give them positive feedback.)**”

Repeat the trainer demonstration and student practice for the other rules on the card.

Trainer Demonstrates Examples/NONexamples of Accepting Feedback:

"At the end of each class, your teacher is going to circle your score for each rule, and tell you what you did well, and what you can improve. I am going to show you what to do when you get all your points, and what to do when you do not get your points, then you will practice.

"I am going to pretend I got all my points. If the teacher says, 'Nice work following directions, keeping your hands and materials to yourself, and using kind words,' I will say, 'Thank you.' That's the **right** way to do it.

"If I got all my points, and the teacher says, 'Great! You followed all of the school rules perfectly,' I am not going to say anything to my friends. Saying, 'ha ha. I got all my points and you didn't' is the wrong way to do it.

"If I did not get all my points, and the teacher says, 'You earned a 1 for following directions because I reminded you to get started 3 times,' I will say, 'OK. I will try harder next class.' That's the **right** thing to say.

"If I did not get all my points, and the teacher says, 'You got 0 points for using kind words because you were not being friendly with Sanjay,' I will NOT say, 'That's not fair! He started it!' That's the **wrong** way to do it.

"If I did not meet my goal at the end of the day, and the coordinator says, 'You did not earn enough points to meet your goal today. You can try again tomorrow,' I will NOT say (in an upset way), 'This is dumb. You didn't add my points up right!' That's the **wrong** way to do it.

"If I did not meet my goal at the end of the day, and the coordinator says, 'You did not earn enough points today,' I will say (calmly), 'I wish I could have made my goal, but I can make it tomorrow if I try harder.' That's the **right** way to do it."

Students Practice Accepting Feedback:

"OK. Your turn to practice what to say when the teacher or coordinator tells you things you like or don't like to hear.

"I am going to circle the number on the sheet and pretend you did well or didn't do well. Then you practice the **right** thing to say after that (**students should only practice the correct way!**).

Practice by giving the student high scores and positive feedback (student should say "ok" or "thanks").

Practice by giving the student a low score and corrective feedback (student should say something like, "I will try harder tomorrow").