**TEACHER TRAINING FOR CICO**

**What is it?**

Check-In Check-Out is a school-based program that provides daily support and monitoring for students who are at risk for developing serious or chronic problem behavior. These are students who are not responding the school-wide Greenbacks and may need more frequent behavioral feedback.

**Rationale for CICO:** “‘Check In, Check Out’ (the name of your school’s program) is a school-wide intervention for students who may need more positive adult attention and structured feedback to be successful in school. Students who are displaying frequent minor rule violations across numerous settings are often successful using this program. It is very important that this is a **POSITIVE** experience for the student to give them an opportunity to improve their behavior.”

**Procedure: “**Every day, students using CICO will check in at the beginning of the day with \_\_\_\_\_ (CICO coordinator) at the \_\_\_\_\_ (location of CICO), where they will receive their CICO card (name of your school’s card here). They will carry the card with them during the day. We ask you to give them points after each period or activity and brief, descriptive, positive feedback every time. If they do not earn full points, we ask that you include a brief, descriptive, corrective statement describing why they did not earn the point(s), and positive feedback about what they did well. At the end of the day, students will check out with \_\_\_\_\_ (CICO coordinator), who will also give positive feedback, and calculate their points for the day. The students may receive some type of reward based on the percentage of points they earn.

1. Ensure that the student has their CICO sheet with them. (If not, have extras on hand so the student can continue the CICO program with minimal interruption).
2. After each period, circle the points the student has earned.
3. Give the student brief, specific, primarily positive feedback about their behavior related to the school-wide expectations (see examples below).
4. If not all points were earned, give brief feedback about what needs to be done better next time.

**How to score the DPR**

* The DPR is quick and easy to score. The numbers on the DPR represent how well the student met behavioral expectations.
* The teacher will circle the highest number on the DPR if the student meets the expectation. For example, if the expectation was “Keep your hands, feet, and other objects to yourself,” and the student was able to sit and move about the room without annoying other students, the teacher will circle the highest numbered rating.
* Circle the middle rating if the student had brief incidents of inappropriate behavior and had been warned twice (individually), but then repeated an incident of the behavior. For examples, a student grabs another student’s eraser without asking, causing a minor disruption *after you have already warned the student twice about keep his or her hands to him- or herself. Corrective feedback to the student may be (in a calm voice) “Allison, taking Eric’s eraser is not keeping your hands to yourself as I asked you to do” and Allison receives a lower number on her DPR for the time period.*
* Circle the lowest number when the student did not meet the expectation. Students receiving this score have *repeated instances* (e.g., three) of not following directions, being off-task repeatedly, or doing something more serious such as fighting.

**At the end of the time period:**

* This is the time to show the student his or her scores and give him or her feedback on his or her behavior during class.
* Use phrases such as “Given your behavior…. You earned…” versus “I am going to give you” as this puts the ownership of the behavior on the student.
* Spend just a minute or so with the student – it should not be a lengthy process.
* Whether their behavior has been good or poor it is best to be specific about your feedback and again stay positive and cheerful.

**For “best possible scores” (appropriate behavior)**

* Be enthusiastic! Tell the student what he or she did to receive the rating and encourage him or her to continue. For example: “Wow! I am so proud of the way you followed directions, stayed on task, and were kind to your classmates. Looks like you’ll make your goal!”

**For “not so good” and “poor” ratings:**

* These also need explanation. Keep the discussion upbeat and positive, but give specific feedback on what the student did or did not do during class to meet expectations
* Try not to criticize, use threats, or get into long explanations. Your rating is the final rating. For example: “Looks like you have a rough time listening and following directions today, but I know you can do it, I look forward to seeing you succeed tomorrow.”

**At the end of the day:**

* The student takes their DPR when they leave class and they return the form to the CICO Mentor at the end of the day. The CICO Mentor gives copy to the student to take home for caregiver signature.

**NON-examples (Please do NOT do these!):**

* Student does not earn full points; teacher is negative: “I can’t believe how you were talking in class today. I told you five times to stop. You are not earning any points for that period. That was terrible.”
* Student does not earn full points; teacher uses sarcasm: “What were you thinking? So, you think it’s ok to poke other students with pencils?”
* Teacher penalizes student for behavior for a previous period or activity that has already passed and been rated: “I can’t give you full points for your good behavior in reading, because you were not following directions earlier in math.”
* Student earns full points; teacher does not give specific feedback on what the student did well: “Good work.”
* Teacher circles all points at the end of the day, instead of after each period or activity.

**Examples:**

Student earns full points; teacher enthusiastically gives brief, specific, positive feedback: “Wow! You did such a nice job of following directions, keeping your hands and materials to yourself, and using kind words. I am impressed!”

Student earns full points for all but one area; teacher gives positive and brief corrective feedback: “You really kept your hands and materials to yourself, and worked hard today. You received 2s for those. I am giving you a 1 for following directions because I had to remind you three times to put your materials away. You can earn a 2 next time if you follow directions the first time.”

Student does not earn full points in any area: teacher gives brief corrective feedback, and reminds the student of the rules: “You are earning 0s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Jorge, and to use kind words with Janet. I know you can earn 2s if you remember to work hard, keep your hands to yourself and use kind words.”