EXAMPLE 1

**CICO Self-Management, Fading, & Graduation Flowchart**

80% of points earned for 18 of 20 days move to Phase 2

Phase 1:

**Full CICO**

(Teacher rates 7 check-in periods)

60-80% of points earned continue Phase 1

<60% of points earned cycle back to

 Tier 2 Team

Phase 2:

**CICO Self-Management** (Teacher and student rates 7 check-in periods)

<60% of points earned cycle back to

Phase 1

60-80% of points earned continue Phase 2

80% of points earned for 2 weeks move to Phase 3

Phase 3:

**CICO Self-Management with decreased check-ins**

(Student rates 7 check-in periods, Teacher rates 4 check-in periods)

80% of points earned for 2 weeks move to Phase 4

<60% of points earned cycle back to

Phase 2

60-80% of points earned continue Phase 3

Phase 4:

**Full Self-Management of CICO**

(Student rates 7 check-in periods)

Based on student performance team meets to discuss exiting CICO (i.e. 80% of points for 2 weeks)

60% of points cycle back to

Phase 3

*\*If a student repeats a phase more than twice, student should be referred back to Tier 2 Team to discuss why progress is not occurring on CICO and other possible solutions.*

*\*When student graduates from the CICO program, student will check in with CICO Mentor weekly for 6-8 weeks.*

EXAMPLE 2

**Teaching Self-Management, Fading, & Graduation**

PLAN A

GRAUDATION!

* After student successfully completes the self-management phase – (80% or higher 4 out of 5 days across 4-5 weeks of faded teacher ratings) – the CICO mentor discusses and plans a graduation celebration with the student.
* After graduation the daily check-in, DPR, and check-out components are removed.
* School data is monitored periodically.
* Staff & parents continue to provide feedback, but without the DPR.
* Make plans for ongoing support and/or periodic checks of student performance.

FADE TEACHER FEEDBACK

* Daily check-in, check-out, data collection and parent feedback continue
* Student continues to self-evaluate and record at the end of every class period.
* Teacher checks with student and provides feedback but not for every class period (e.g., 3x per day; 2x per day; once per day).
* Monitor student performance closely. Expect 80% or higher 4 out of 5 days while teacher feedback is faded.

TEACH SELF-MANAGEMENT

* Daily check-in, check-out, data collection and parent feedback continue
* At the end of each class period teacher and student complete independent ratings, then compare scores.
* Teacher provides feedback about accuracy of student rating.
* Teacher and student data are collected.
* When student is consistently matching teacher rating with 80% or higher accuracy, move to next phase.

The following pages provide examples from two Missouri schools that documented their self-management, fading, and graduation process.

EXAMPLE 3

**Fading from Check-In/Check-Out**

 Winfield Primary, Winfield R-IV School District

**During self-monitoring**

the student is taught to self-evaluate and record points at the end of each class period. The teacher will also provide a rating, using a separate DPR. At the end of each rating period the student and teacher still hold a conference to discuss ratings. If ratings do not match, teacher and student discuss the difference. At the end of the day the student takes his/her DPR and the teacher-completed DPR to the afternoon check-out. Students receive feedback about accuracy of ratings (i.e., match with teacher).

The goal of self-monitoring is to increase the student’s ability to manage his/her own behavior with decreased levels of redirection, prompting, and feedback form adults.

Student has an average of 80% for 4 weeks.

Continue CICO

Student self-monitors at the end of each class period\*.

*Is student continuing to stay*

 *at or abov*e *an 80% average?*

Student self-monitors at the end of each class period\*.

*Does student’s response match response 80% of the time?*

Continue teaching self-monitoring procedures

Student self-monitors.

Teacher provides feedback for 3 class periods per day.

*Is student continuing to stay at or above an 80% average?*

Return to

self-monitoring

Student self-monitors.

Teacher provides feedback for 2 class periods per day.

Student self-monitors.

Teacher provides feedback once near the end of the day.

Continue fading.

*Is student continuing to stay at or above an 80% average?*

Student completes DPR all week without teacher feedback. CICO mentor prepares student for Graduation.

Graduate!

EXAMPLE 4

\*A week equals at least 4 days

 **CICO Fading Process**

**WEEK \*1**

Teacher and student score together and compare ratings at the end of each class period.

Match = success OR discrepancy = discussion with teacher’s rating assumed accurate.

Teacher provide reinforcement for accuracy and honesty.

* If student data remains at behavior goal of 80% or higher and student/teacher ratings agree at least 80% of time, proceed to week 2. If not, perform week 1 again.

**POST GRADUATION**

The following supports are available to CICO graduates if student requests or if teacher and/or Tier II team determines the continued support would benefit the student:

* Student continues Check-In with mentor at a determined frequency (daily, weekly); no CICO Form used and no Check-Out
* Student Check-In daily with classroom teacher; no CICO Form and no Check-Out
* Student Check-In daily with classroom teacher; student scores independently on all time blocks on CICO Form with no teacher discussion and no Check-Out

Options for students receiving two behavior referrals after graduating CICO:

* Student returns to CICO and repeats only the Fade Process (but no graduation recognition)
* Student returns to full CICO
* Other support recommendations by Tier II team

**WEEK 4**

Student scores independently on ALL time blocks on the CICO Form with no teacher discussion.

* If student data remains at behavior goal of 80% or higher, student is ready to graduate from CICO. Student will continue to Check-In each morning with interventionist until date of graduation or other date as determined by Tier II team and teacher. Student will no longer utilize the CICO Form, unless requested by student.

**WEEK 3**

Student scores independently on 5 of 7 time blocks on the CICO Form with no teacher discussion.

* Continue as described in week 2.

**WEEK 2**

Student scores independently on 3 of 7 time blocks on the CICO Form with no teacher discussion.

On remaining time blocks, proceed with teacher/student scoring together as performed in week 1.

Teacher provide reinforcement for accuracy and honesty.

* If student data remains at behavior goal of 80% or higher and student/teacher ratings agree at least 80% of time, proceed to next week instructions. If not, perform week 2 again.

EXAMPLE 5

**Fade out of CICO**

**Phase 1: Teacher and Student Score Together**

Compare ratings at the end of each class period

Match = Success

Discrepancy = Discussion and teacher’s rating assumed accurate

Provide reinforcement for accuracy and honesty

Check after 2 weeks

**Plan for Fading Intervention Components**

Westview Elementary School

Excelsior Springs, Missouri

**CRITERIA FOR SUCCESS**

2 weeks of 80-85% agreement

**and**

Student continues to perform at or above goal line.

**Move to Phase 2**

**CRITERIA FOR SUCCESS**

Student continues to perform at or above the goal line while teacher feedback is systematically reduced.

**Phase 3: Graduation**

Weekly Alumni Check-Out

**Phase 2: Fade Teacher Feedback**

Week 1: Student independently rates at the end of each class period; teacher provides feedback for 3-4 class periods per day.

Week 2: Student independently rates at the end of each class period; teacher provides feedback 2-3 times per day.

Week 3: Student independently rates at the end of each class period; teacher provides feedback once, near the end of the day.

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Week