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Why should we try CICO?

- Improves student accountability.
- Improves student behavior and academics when other interventions have failed.
- Provides feedback and adult support on a daily basis.
- Improves and establishes daily home/school communication and collaboration.
- Improves student organization, motivation, incentive, and reward.
- Helps students to self-monitor and correct.
- Internalizes success and accomplishment of goals.



Student Responsibilities:

1. Remember to go to check in and check out in Room
2. Keep track of CICO card
3. Be safe while walking down to Room
4. Bring signed home report everyday

Teacher Responsibilities:

1. Provide a rating at designated times
2. Provide reminders to attend check in and check out
3. Provide support and encouragement to the student
4. Provide updates to CICO staff

CICO Staff Responsibilities:

1. Check students in and out
2. Provide CICO cards and home report
3. Provide updates to classroom teachers



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FUNDAMENTAL



Research shows that programs like CICO are most successful when the home and school work collaboratively together to support the child. Keep the interactions positive: celebrating the successes, briefly noting the pitfalls, and avoiding contingent consequences.

Through this program, your child will receive multiple opportunities to positively interact with invested adults at school. Every morning and afternoon, s/he will check in/check out with the same adult. Your child will benefit from recurring feedback regarding his/her behavior, positive adult attention, and positive reinforcement for exhibiting the desired pro-social behaviors.

How does CICO work?

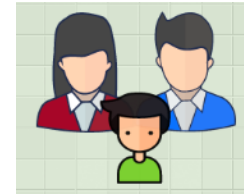
2A student checks in with a specific adult at the start of the school day (each school site has assigned individuals to check-in with students). The adult gives the student a point sheet that lists the goals the student is working on. The adult speaks briefly with the student, reminding them what they need to focus on or any other things to help the student work towards their goals. The idea is to encourage the student and not say negative comments or blame.

The student goes through their day with the point sheet, working on their goals and having each teacher check how well they did on each goal on their sheet.

At the end of the day, the student checks out with the same adult they checked in with. The adult briefly talks with the student, asking them how they feel they did, what they did well on, and what they need to work on. The idea is to encourage the student and not make negative blaming statements.

The students then takes their point sheet home to show and discuss with their parent.

The parent signs and discusses the point sheet, what the student did well and what they need to work on. The idea is for the parent to encourage the student and not say negative or blaming comments.



WHAT TO DO AS A PARENT:

1. Ask your child if the daily goal was met.
2. If goal was met provide designated home acknowledgement/reinforcement.
3. If goal was not met, give corrective feedback and encouragement
Ask: "What do you need to do differently tomorrow?"
"Is there anything I can do to help you with this?"
"I know you can meet your goal tomorrow."
4. Sign the daily progress report and remind student to return it to school.
5. Keep interaction and instruction brief.
6. Use a positive tone throughout the interaction.

FADING OUT

Fading refers to a process of gradually removing CICO intervention components for students who have met program goals. Students may be faded from an intervention when they have shown sufficient progress and are meeting at least 80% of the total possible points on a daily basis for at least 6-8 weeks. Fading is intended not only to remove the intervention gradually, but also to establish self-monitoring by the student.

