Excerpt from Chapter 5 of *Responding to Problem Behavior in Schools: The Behavior Education Program, Second Edition.* Crone, Hawken, & Horner (2010)

**CICO Training Information for Students**

**RESPONDING TO PROBLEM BEHAVIORS IN SCHOOLS**

**Training**

Before a student begins the CICO intervention, it is critical to ascertain that he or she understands how to participate in all steps of intervention. First, the student is given an explanation for why he or she was selected for the intervention. Next, the purpose of the intervention is described. Students should understand that the CICO is a positive support system and that the goal is to support students to be more successful in schools. The CICO should *not* be introduced as a punishment for a student engaging in problem behavior.

Students should be informed that the CICO is a time-limited intervention and that, over time, the student will learn to manage his or her own behavior. The CICO helps the student learn which behaviors are positive examples of following expectations and which behaviors are negative examples. As soon as the student is fluent in meeting behavioral expectations, CICO support will be gradually faded.

Training of students on the CICO intervention is typically conducted by the CICO coordinator or by the counselor or school psychologist who supervises the CICO coordinator. The initial training takes 15-30 minutes, depending on the level of understand of the student. Younger students may need more feedback and coaching on how to participate in the CICO. A summary of the topics that should be covered during the initial student training is included in Figure 5.10.

The logistics of participating in the CICO intervention are a major emphasis of the student training. Students need to know where and when to check in and where and when to check out. Many of the students who are appropriate candidates for the CICO find it challenging to accept corrective feedback from teachers. Furthermore, some of the younger students have a difficult time when they do not meet their daily point goals. For example, a young student might drop to the floor and have a tantrum if he or she does not earn enough points to receive a reinforcer for the day. The CICO coordinator should demonstrate how to appropriately respond to corrective feedback. Figure 5.2 provided information on one way to teach this skill to elementary school students.

* Purpose of the CICO intervention
	+ Positive support system
	+ Time-limited
	+ Goal is to self-manage behavior
* Where and what time to check in
* Behavioral expectations and daily point goals
* Entering class and handing the DPR to teacher
* Getting feedback from teachers on the DPR
	+ Role-play positive and negative examples of following expectations
* Where and when to check out
* Reinforcement system
	+ What happens when daily point goals are met?
	+ How to handle disappointment if goal is not met
* How to accept corrective feedback
* Plan for fading
	+ Discuss CICO graduation and alumni parties

**Teaching Students How to Participate in the CICO**

The purpose of this lesson plan is to teach students who are new to the CICO the expectations of the program and how to accept feedback. You’ll be giving students many opportunities to see, hear, and perform the expectation correctly, and a few examples of what not to do. (Plan on about 15 minutes for this activity and have a copy of the DPR to show the student.)

*First step:* Introduce the student to the program and give a brief explanation of what you are going to talk about. Say something like “Today we’re going to learn about the Check-In/Check-Out intervention. This will help you be more successful in school and we’re going to practice today so that you’ll know how to be really good at doing this and you can earn all your points.”

*Second step:* Show the student the DPR and starting at the top, go through each component of the report. Describe the meaning of each score for each expectation. You can say something like this: “This is the Daily Progress Report. Look at what is on it: it has the school expectations and some numbers. The numbers are (say numbers) and here are what the numbers mean. For the rule ‘Follow Directions,’ ‘2’ means that you followed directions, etc., a ‘1’ means you had some trouble, and a ‘0’ means you didn’t follow directions.”

 Ask the student to demonstrate the expectations for a rule (e.g., “Staying on task”). Use lots of praise for demonstrating the expectations and circle the 2 on the DPR example. Practice another expectation if necessary.

*Third step:* Show how the points are added up to give a score for the day and what the student’s goal will be. Use more detail in this section for the older students. Tell them they need to pick up their DPR every day before school or after checking in with the teacher, and they will need to return them to you as the end of the day (give time).

**Teaching Students How to Accept Feedback on Their DPR**

*Feedback at Check-Out*

To practice receiving feedback about a poor DPR at check-out, you can teach students how to react to pretend examples of how to act and examples of how not to act.

*Steps:*

* Fill out a DPR for yourself and tell the student that you are going to pretend that this is yours.
* Give yourself 0’s and some 1’s so you don’t make your goal. Show the student the report ant talk about what it means. (Did not stay on task, follow directions, etc. I want to make my goal…)
* Let the student know you are going to act in different ways when you see this report.
* Ask him or her to see if he or she can tell a difference between what we should do and what we should not do when we get a not very good DPR. He or she can show you by giving you a “thumbs-up” for the right way to act or a “thumbs-down” for the wrong way to act after each situation. (“Is this the way you should act?”)

*Act out these scenarios:*

* Act very upset – cry, or say something like “That’s student!” (“Thumbs-up or thumbs-down?”)
* Say “I’m upset I didn’t make my goal, but I’ll try harder tomorrow. (“Thumbs-up or thumbs-down?”)
* Act out being angry and yelling that it isn’t fair, and that the teacher made a mistake, etc. (“Thumbs-up or thumbs-down?”)
* Say something about how you wish you could have made your goal, but can still make your week if you try harder to follow directions, etc. (“Thumbs-up or thumbs-down?”)

*Role play of examples:*

* You be the student and demonstrate getting an unsatisfactory DPR and handling it correctly. Ask the student to be the person giving feedback to the DPR. (Ask him or her if he or she has kept hands, feet, and other objects to him- or herself.)
* Ask the student to demonstrate correctly handling a poor DPR. (Use the “thumbs-up” and lots of praise and encouragement.)

**Do not allow the student to practice nonexamples of correct behavior.**