Guiding Questions for CICO System Problem-Solving

The purpose of this form is to help teams problem-solve issues in the CICO system. If less than 70% of students are responding to CICO, then the Tier II Team should discuss relevant issues to help support students and staff.

Identified Issues	CICO System Solutions
Student Does Not Check-In	• Review check-in routine and ask student what would be more helpful for them • Provide behavior-specific praise to student for checking in • Allow student to bring a peer with them to check-in • Provide surprise reinforcement for checking in on random days (e.g., special drawing) • Ensure student is arriving to school on time and if not, talk to caregiver • Ensure morning arrival allows student time to access location of check-in • Use visual reminder on student desk or backpack to check-in
Student Does Not Check-Out	• Review check-out routine and ask student what would be more helpful for them • Provide behavior-specific praise to student for checking out • Allow student to bring a peer with them to check-out • Surprise reinforcement for checking out on random days (e.g., special drawing) • Use visual reminder on student desk or backpack to check-in • Ask teacher to remind student at the end of the day
Students Loses Daily Progress Report (DPR)	• Let student know they can get a new DPR anytime during the day • Ask the student why they think they lose it and what would be supportive to them • Identify and teach a routine for using the DPR throughout the day (e.g., put on teacher's desk when walk into classroom) • Use something to store the DPR with easy access for the teacher and student (e.g., place inside planner, use a clipboard, use a folder in the classroom, place in pocket on the wall during the period)
Lack of Communication with Caregiver	• Contact caregiver to review their role in this process and remind them to provide encouragement and positive feedback • Ask what would be helpful for them (e.g., examples of feedback, videos) • Acknowledge families when they contribute to the process (e.g., thank you note, phone call, email)

DPR Reflects Issues Regarding Teachers' Understanding of CICO	• Survey staff to learn what they need:
	  ○ Is this support needed for all, some, or a few adults?
	  ○ Do adults need support with the performance feedback practices?
	  ○ Do adults need support with process/routines?
	  ○ Do adults need a booster training on CICO?
	  ○ Has the team shared data regularly with staff (remember, this is referring to systems data, not specific student data)?
	  ○ Has the team communicated about action steps after problem solving during Tier II Team Meetings?

Issue with Student Receiving Constructive Feedback	• Ask student what would be more helpful for them • Teach student how to receive constructive feedback and teach staff to use behavior-specific praise when student accepts constructive feedback appropriately • Use pre-correction at check-in to remind students how to receive constructive feedback • Review process for earning points (how are they earned and resulting outcomes)
Selected Reinforcement Does Not Seem to Be Effective	• Survey student for reinforcement preferences to create a menu of desired social, non-tangible, and/or tangible reinforcers

(Adapted from Crone, Hawken, & Horner, 2010 and Midwest PBIS)

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