

## Guiding Questions for Tier 2 (starting with CICO) System Problem Solving and Action Planning

### *Are 70% of students responding to CICO?*

- ✓ If no, problem solve around systems to support adults and students. See *Guiding Questions* and *Sample System Solutions* below.
- ✓ If yes, use a precision statement or some other summary format (prepared in advance of a team meeting) by coordinator/data analyst) to identify groups of students to:
  - To continue as is
  - To intensify/modify supports (those we are not being responsive to)
  - To plan for fading/graduation

### **Sample Precision Statement:**

*30 students are being supported through CICO. 70% are responding (21 students), 16 students are making progress (upward trend) and we will continue to progress monitor until goal is met (80% points earned over 4 consecutive weeks), 5 students have met their goal (80% points earned over 4 consecutive weeks), and 9 students are not responding.*

- **Continue:** 16 students making progress, review again at next meeting
- **Fade/Graduate:** 5 students have met and maintained their goals with no new office discipline referrals (ODRs). For two weeks we will have these students: check in less frequently, move to student self-monitoring, participate as a student leader (e.g., helping adults with CICO routines, mentoring other students, sharing story to key stakeholders), participate in a Graduation Celebration
- **Intensify/Modify CICO Features:** 9 students are not responding. CICO Coordinator has explored possible reasons why (e.g., consider function of behavior, skill deficits, home/school support) and brings recommendations to the team meeting for groups of students who may need a plan change (e.g., in advance of the team meeting, CICO Coordinator prepares proposed plan changes that reflects the following: 4 students may benefit from having a peer join them for their check-in check out, 3 students may benefit from a change in reinforcers for checking in and making progress towards goal, and 2 students may benefit from increased communication and support to families). Agreed upon solutions and action steps are implemented with communication to staff involved. Continue to monitor student progress and revisit during next team meeting.
  - **Next steps for students who continue to not respond:**  
Coordinator ensures plan changes are implemented with fidelity and reviews progress monitoring data to prepare individual student reports to share with the team. Team engages in a quick “double check” to identify any additional modifications that may improve responsiveness. Team should implement and monitor effectiveness of additional modifications to CICO before considering alternative Tier II interventions and/or referral to a problem solving team.

***CICO Guiding Questions and Sample System Solutions***

<i>Identified Issues</i>	<i>Sample System Solutions</i>
Students not checking in	<ul style="list-style-type: none"> <li>• Review check-in routine and ask student what would be supportive to them</li> <li>• Provide behavior specific praise to student for checking in</li> <li>• Check in with a peer/buddy</li> <li>• Surprise reinforcement for checking in on random days (intermittent reinforcement: e.g., special drawing)</li> <li>• Ensure student is arriving to school on time and if not, check in with family</li> <li>• Ensure morning arrival allow student time to access location of check-in</li> <li>• Use visual reminder on student desk or backpack to check-in</li> </ul>
Students not checking out	<ul style="list-style-type: none"> <li>• Review check-out routine and ask student what would be supportive to them</li> <li>• Provide behavior specific praise to student for checking out</li> <li>• Check out with a peer/buddy</li> <li>• Surprise reinforcement for checking out on random days (intermittent reinforcement: e.g., special drawing)</li> <li>• Use visual reminder on student desk or backpack to check-in</li> <li>• Ask teacher to remind student at the end of the day</li> </ul>
Students losing Daily Progress Report (DPR)	<ul style="list-style-type: none"> <li>• Let students they can get a new DPR anytime during the day</li> <li>• Ask the student why and what would be supportive to them</li> <li>• Identify and teach a routine for using the DPR throughout the day</li> <li>• 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, app or google drive for e-DPR))</li> </ul>
Families not engaging with communication component	<ul style="list-style-type: none"> <li>• Reach out to families to review their contributions to this process and ask what would be supportive</li> <li>• Acknowledge families when they contribute to the process (e.g., quick thank you note, phone call)</li> </ul>
Teachers not providing performance feedback throughout defined periods reflected on DPR or other issues	<ul style="list-style-type: none"> <li>• Use data and/or ask staff questions to define support needed               <ul style="list-style-type: none"> <li>○ Is this support needed for all, some, or a few adults?</li> <li>○ Do adults need support with the performance feedback practices?</li> <li>○ Do adults need support with process/routines?</li> <li>○ Do adults need a booster on CICO?</li> <li>○ Has the team shared data regularly with staff (not specific student data, just systems data to show impact of the intervention)?</li> <li>○ Has the team communicated around any action steps identified for solutions to problem solving during Tier II Team Meeting?</li> </ul> </li> </ul>
Students not receiving feedback constructively	<ul style="list-style-type: none"> <li>• Ask students what is going on with this and what would be supportive to help them?</li> <li>• Teach students how to receive feedback and teach staff to use behavior specific praise/feedback when students accept feedback appropriately.</li> <li>• Use pre-correction to remind students how to receive feedback (during check-in and throughout the day)</li> <li>• Review process for earning points (how are they earned and resulting outcomes)</li> </ul>
Selected reinforcements do not seem to be effective	<ul style="list-style-type: none"> <li>• Survey student for reinforcement preferences to inform modification of any existing social and/or tangible reinforcers</li> </ul>
Other:	

**Making it Personal...**

Think about a challenge you are currently trying to solve that you hope this session will offer insight about.

By the end of this session, you will have 2-3 self-identified action steps to assist with your challenge

Action Step:

Action Step: