**TEACHER TRAINING FOR CICO**

Materials needed:

o CICO cards for your school

o Procedures, examples/non-­‐examples sheet

**Rationale for CICO:**  “‘Check In, Check Out’ (the name of your school’s program) is a school-wide intervention for students who may need more positive adult attention and structured feedback to be successful in school.  Students who are displaying frequent minor rule violations across numerous settings are often successful using this program. It is very important that this is a **POSITIVE** experience for the student to give them an opportunity to improve their behavior.”

**Procedure:  “**Every day, students using CICO will check in at the beginning of the day with (CICO  coordinator) at the \_\_\_\_\_ (location of CICO), where they will receive their CICO card (name of your school’s card here).  They will carry the card with them during the day.  We ask you to give them points after each period or activity and brief, descriptive, positive feedback every time.  If they do not earn full points, we ask that you include a brief descriptive corrective statement describing why they did not earn the point(s), and positive feedback about what they did well.  At the end of the day, students will check out with (CICO coordinator), who will also give positive feedback, and calculate their points for the day.  The students may receive some type of reward based on the percentage of points they earn.

1. Ensure that the student has their CICO sheet with them. (If not, have extras on hand so the student can continue the CICO program with minimal interruption).

2. After each period, circle the points the student has earned.

3. Give the student brief, specific, primarily positive feedback about their behavior related to the school-wide expectations (see examples below).

4. If not all points were earned, give brief feedback about what needs to be done better next time.

**NONexamples (Please do NOT do these!):**

Student does not earn full points; teacher is negative: “I can’t believe how you were talking in class today.  I told you five times to stop.  You are not earning any points for that period. That was terrible.”

Student does not earn full points; teacher uses sarcasm: “What were you thinking? So, you think it’s ok to poke other students with pencils.”

Teacher penalizes student for behavior for a previous period or activity that has already passed and been rated: “I can’t give you full points for your good behavior in reading, because you were not following directions earlier in math.”

Student earns full points; teacher does not give specific feedback on what the student did well: “Good work.”

Teacher circles all points at the end of the day, instead of after each period or activity.

**Examples:**

Student earns full points; teacher enthusiastically gives brief, specific, positive feedback: “Wow! You did such a nice job of following directions, keeping your hands and materials to yourself, and using kind words.  I am impressed!”

Student earns full points for all but one area; teacher gives positive and brief corrective feedback:  “You really kept your hands and materials to yourself, and worked hard today. You received 2s for those.  I am giving you a 1 for following directions because I had to remind you three times to put your materials away.  You can earn a 2 next time if you follow directions the first time.”

Student does not earn full points in any area: teacher gives brief corrective feedback, and reminds the student of the rules: “You are earning 0s today because I had to remind you many times to keep working, to keep your hands to yourself when sitting next to Jorge, and to use kind words with Janet. I know you can earn 2s. Just remember to work hard, keep your hands to yourself and use kind words.”