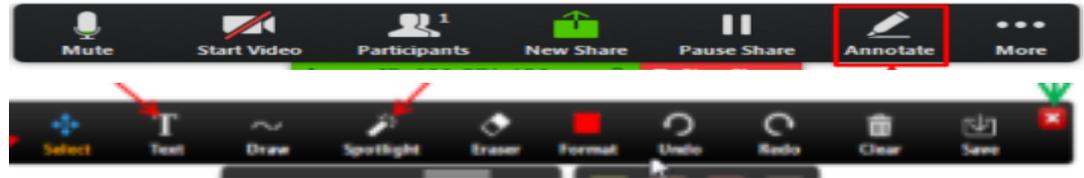# Sign In List

1. Zoom Tools - Annotate
2. Use Text icon

Type in Name and school email address

Kristy Park kparkc@gmu.edu

Professional Learning
Glad that you're here…

Sign in to receive the materials from today's webinar

RECORD IN PROGRESS

Learning Intentions

Review

- Celebrate what has been accomplished
- Self-assess Tier 2 critical features

Learn

- CICO (avoid/escape enhancements)
- CICO (positive social enhancements)

Plan

- Plan for next steps

Shout outs to....

- What's going well?

Quick Self Assess

Quick **TFI** Check

2.5	**Options for Tier II Interventions:** Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	• School Tier II handbook • Targeted Interventions Reference Guide	0 = No Tier II interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use 2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need

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Quick **TFI** Check

| Feature	Possible Data Sources	Scoring Criteria
2.6 **Tier II Critical Features:** Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/ or (c) increased opportunity for feedback (e.g., daily progress report).	• Universal lesson plans • Tier II lesson plans • Daily/weekly progress report • School schedule • School Tier II handbook	0 = Tier II interventions do not promote additional instruction/ time, improved structure, or increased feedback 1 = All Tier II interventions provide some but not all 3 core Tier II features 2 = All Tier II interventions include all 3 core Tier II features

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Quick **TFI** Check

2.7 **Practices Matched to Student Need:** A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	• Data sources used to identify interventions • School policy • Tier II handbook • Needs assessment • Targeted Interventions Reference Guide	0 = No process in place 1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need 2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)

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Tier 2 Critical Features

- Continuously monitoring for decision-making
- Consistent with schoolwide expectations
- Adequate resources (administrator, team meetings, time)
- Intervention is continuously available
- Rapid access to Intervention (72hrs)
- Implemented by all staff/faculty in a school
- Very low effort by teachers
- Student chooses to participate
- Flexible intervention that is function-based

Tier 2 Critical Features
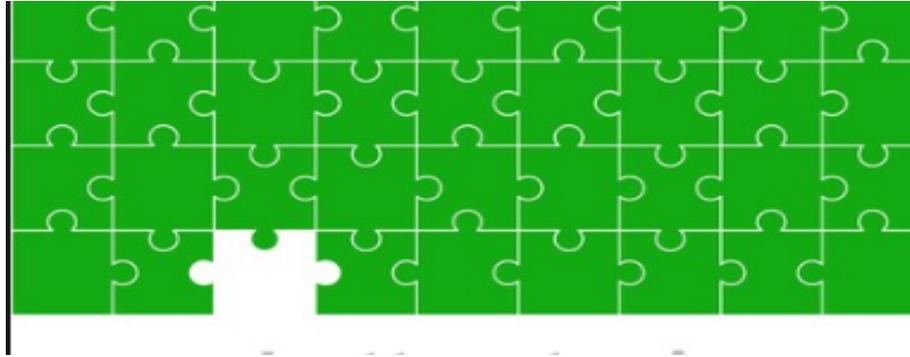
Matching Academic (or Social) Need   Student to Practice
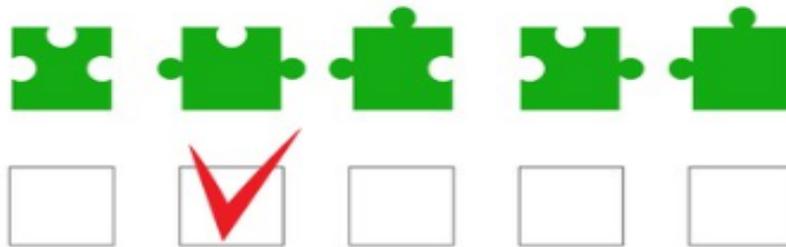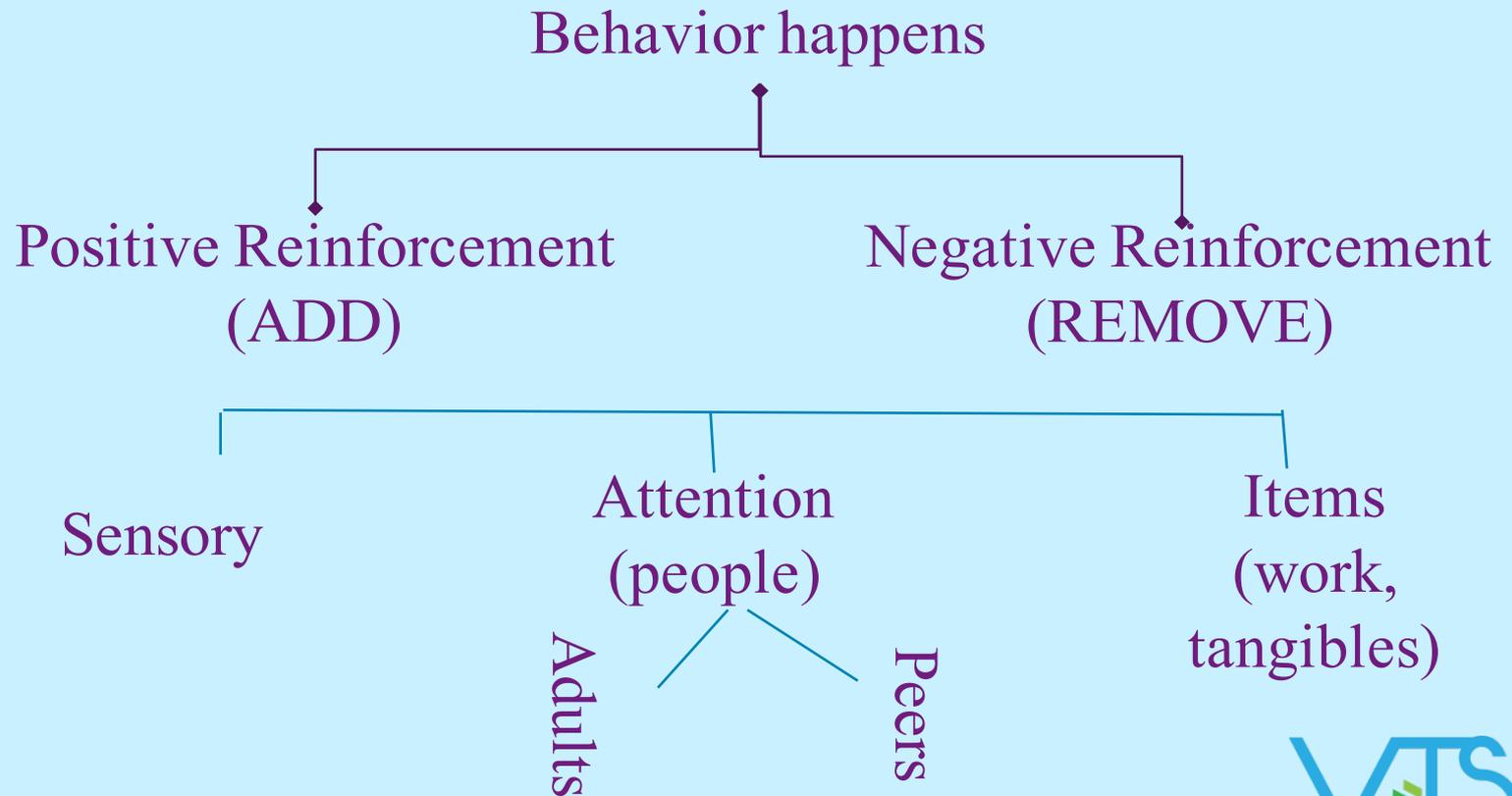
Why?

Get / obtain   Avoid

Let's get on the same page about behavior

- Behavior is….
  - o P _ _ _ _ _ _ able
  - o Ch_ _ _ _ able
  - o L _ _ _ _ ed
  - o Occurs within an

  e _ _ _ _ _ _ _ _ _ _ _ _ context

Function of Behavior

Behavior happens

Positive Reinforcement (ADD)   Negative Reinforcement (REMOVE)

Sensory   Attention (people)   Items (work, tangibles)

Adults   Peers
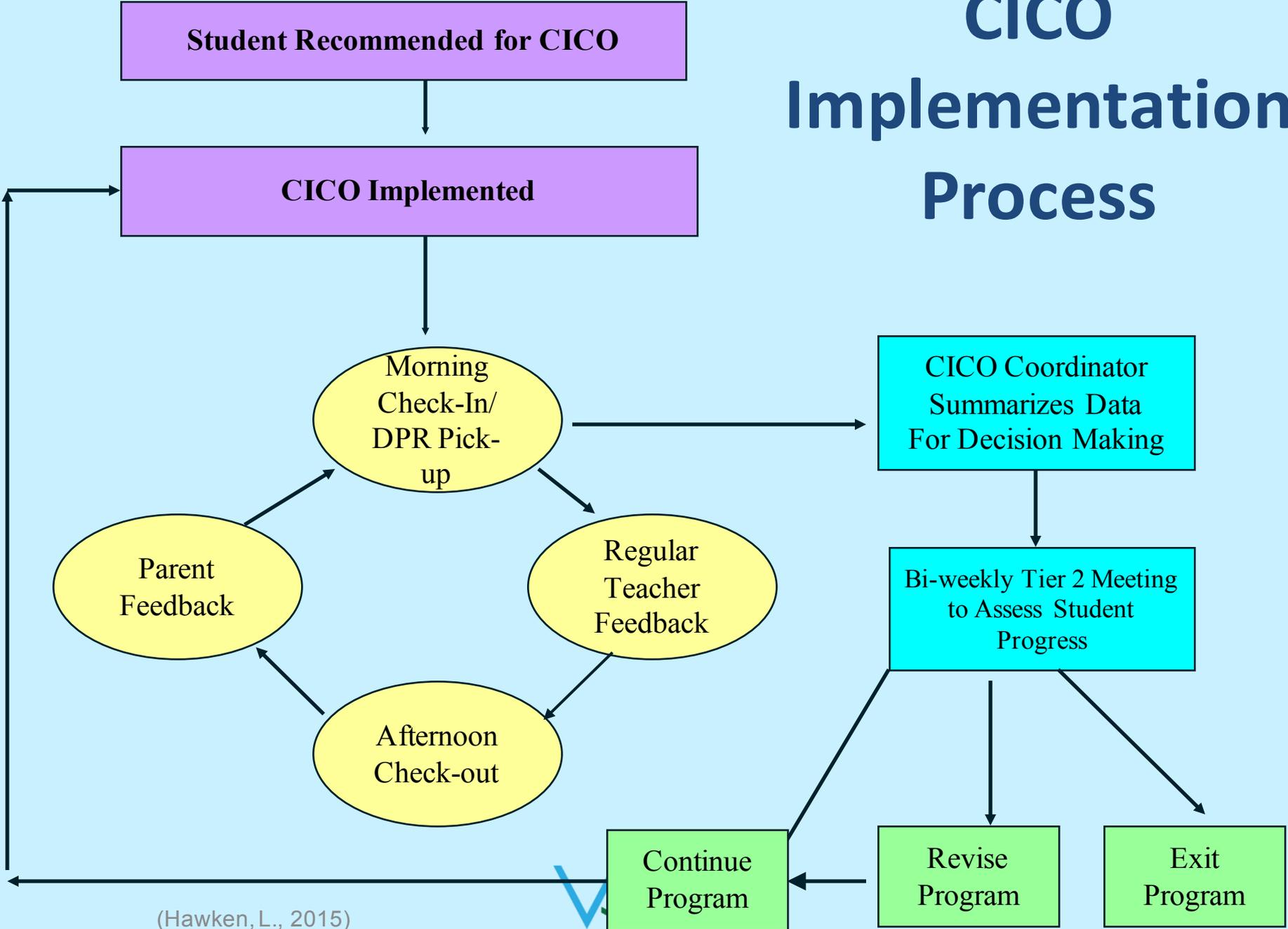
Klingbeil (2018)

- Review of studies that conducted function-modified CICO

- Which function was the most cited?
    - A. Escape from tasks/demands
    - B. Attention from peers
    - C. Attention from adults
    - D. Access to tangibles

CICO Implementation Process

Student Recommended for CICO

CICO Implemented

Morning Check-In/ DPR Pick-up

Parent Feedback

Regular Teacher Feedback

Afternoon Check-out

CICO Coordinator Summarizes Data For Decision Making

Bi-weekly Tier 2 Meeting to Assess Student Progress

Continue Program

Revise Program

Exit Program

(Hawken, L., 2015)

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CICO: Maintained by Escape

CICO Maintained by Escape

What is the student avoiding?

Work tasks/ demands

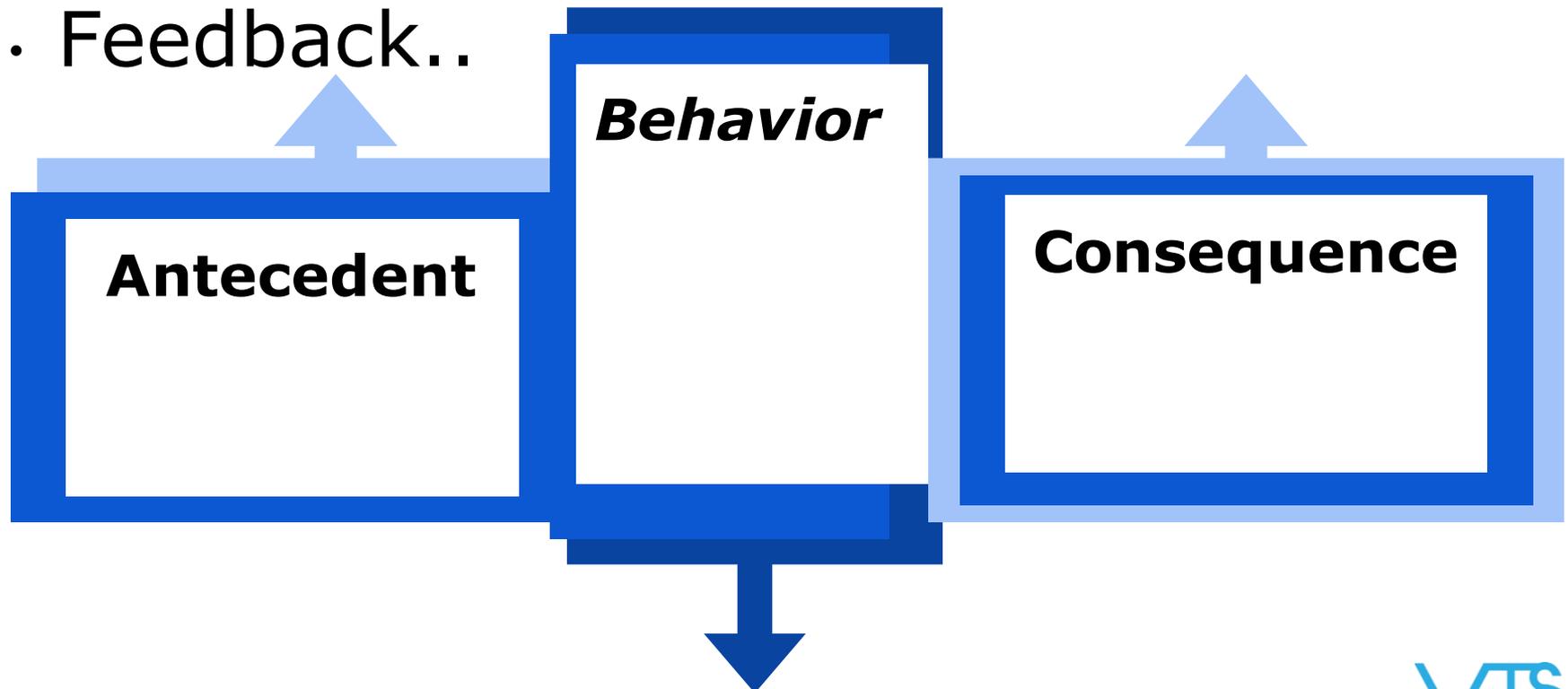Request Breaks (Turtura et al., 2014)

HW Trackers (Harrison 2013)

Ask mentor for help (March & Horner, 2002)

Supplemental math work removed (Kilgus et al., 2016)

CICO: Maintained by Escape

- Teach how to ….
- When to …
- Feedback..

Antecedent

Behavior

Consequence

Teaching How to Ask for Breaks

Antecedent	Behavior	Consequence
Academic routines	Student requests a break • Structure – 2 min break – Specific activities during break – Student returns to work after break	Verbal feedback - Behavior specific praise

Breaks are Better (BrB)
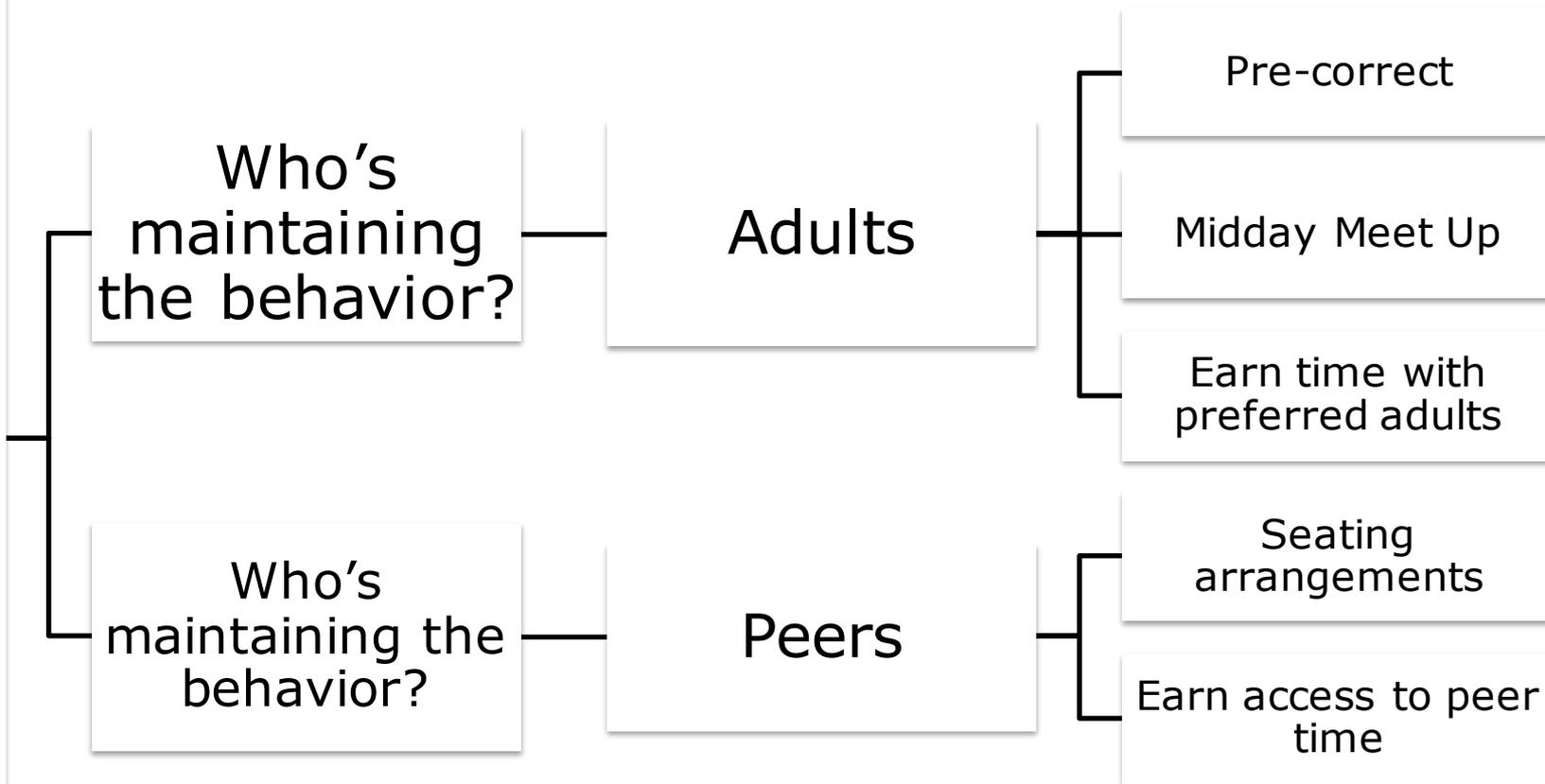

(Back of Card/Clipboard)

How I Take my Break	When I Might Ask for a Break
(1) hold up hand with an "#1" signal (2) **wait** for teacher to give me a "thumbs up" or "thumbs down" **Wait** (3) after the "thumbs up", **cross out** one of the break circles on the BRB card Ø O O	○ When I want to stop working for a few minutes ○ When I'm having a hard time keeping my eyes on the teacher ○ When I want to get out of my seat ○ If I get frustrated or want to take a break from my work
(4) start my break timer for 2-minutes 2:00	**If my teacher gives me a "Thumbs Down"**
(5) take my break the **right** way until the timer goes off Beep!	✓ It's no big deal ✓ I should keep working the best I can ✓ I can keep working to earn my points ✓ I can ask for a break a little later
(6) when the timer goes off, my break is over & I will **get back to work!**	**My Break Choices**
	○ Put my head down and relax ○ Doodle in a Notebook ○ Work on a Drawing or Picture ○ Look at a Book or Read a Book

Name				Date	
	Expectation	Expectation	Expectation		
	Academic Behavior	Academic Behavior	Academic Behavior	Breaks taken the right way (if needed)	2-min breaks I can take
1st	2 1 0	2 1 0	2 1 0	1 0	B B B
2nd	2 1 0	2 1 0	2 1 0	1 0	B B B
3rd	2 1 0	2 1 0	2 1 0	1 0	B B B
4th	2 1 0	2 1 0	2 1 0	1 0	B B B
5th	2 1 0	2 1 0	2 1 0	1 0	B B B
6th	2 1 0	2 1 0	2 1 0	1 0	B B B

Points

2   Met expectations (Great job!)

1   Met some expectations (Good work!)

0   Met few or no expectations (Room for improvement)

Check in Points	Attends check-in	1 0
	Was prepared	1 0
Check out Points	Attended check-out	1 0
	Teacher completed ratings	1 0

Bonus Points (breaks taken appropriately if needed)   _____

Today's Goal _____   **Today's Total** _____   **Goal Met?**   Yes   No

Parent Signature

All work due is complete   _____

All work due is not complete   _____

CICO: Maintained by Attention

CICO Maintained by Attention

Who's maintaining the behavior? — **Adults**
- Pre-correct
- Midday Meet Up
- Earn time with preferred adults

Who's maintaining the behavior? — **Peers**
- Seating arrangements
- Earn access to peer time

CICO: Maintained by Attention

- Give non-contingently
- Earn contingent rewards
- Strategies to increase quality of attention
  - Precorrect
  - Opportunities to Respond
  - Seating arrangements
  - Midday Meet Up
  - Self monitor with peer/adult feedback

CICO

Great!: ☺= 2 pts.	OK: ☺= 1 pt.	Hard Time: ☹=0pts.

Daily Activities:	Safe			Respectful			Responsible			Staff Initials
Check In	☺	☺	☹	☺	☺	☹	☺	☺	☹	
Beginning day	☺	☺	☹	☺	☺	☹	☺	☺	☹	
Reading	☺	☺	☹	☺	☺	☹	☺	☺	☹	
After recess Activities	☺	☺	☹	☺	☺	☹	☺	☺	☹	
Check Out	☺	☺	☹	☺	☺	☹	☺	☺	☹	
Other	☺	☺	☹	☺	☺	☹	☺	☺	☹	

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Is instructional environment optimal?

- ❑ Instructional modifications
  - ▪ 10/2
    - – teach/review
  - ▪ Increase group opportunities to respond

Intervention-Selection Model for Behavior Maintained by Escape from Demands

Is the instructional material at the student's level?

- ❑ Curricular modifications
- ❑ Differentiate instruction

Intervention-Selection Model for Behavior Maintained by Escape from Demands

Are there demands the student already complies?

- ❑ Provide break cards
- ❑ Timer with scheduled breaks
- ❑ Now/then

Intervention-Selection Model for Behavior Maintained by Escape from Demands

How can students be involved?

- ❑ Choice in which problems to start
- ❑ Choice in materials
- ❑ Choice in the next activity

Intervention-Selection Model for Behavior Maintained by Escape from Demands

Is the escape-related behaviors being maintained in the classroom?

- ❑ Review consequence procedures
- ❑ Build in work demands and then gradually introduce

Typical Reasons CICO may not be working for an individual student

Address Implementation Issue

1) Low fidelity of implementation
2) The student needs more instruction on how to use the program

Individualize Tier 2

3) The rewards are not powerful or desirable for the student
4) The program does not match the function of the problem behavior

Escalate to Tier 3 Support

5) The student requires more intensive, individualized support

Next Steps

- CICO Fidelity Measure
- Discuss how modified CICO by function can be implemented within tiered framework
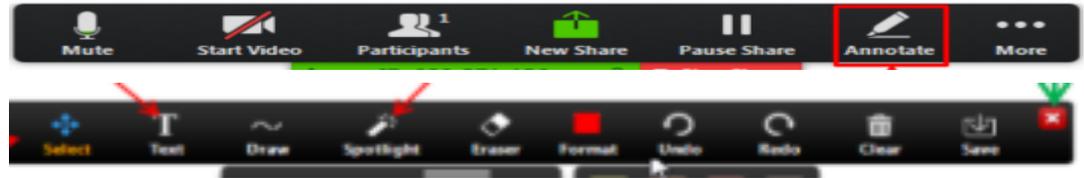
CICO Fidelity Measure

Key Stakeholders	Interview
Administrator	- 4 questions related to resources, funding, systems, and Tier 2 data
CICO Coordinator	- 5 questions related to activities of teaching, student data, data entry, decision rules
Students	- 3 questions about feedback, reinforcers, and family support

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Questions / Comments?

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