

## Topic in Action

### Pause & Reflect #1

- What is important information that your staff will need to know before implementing CICO with a student?
- What are important skills that your staff need to have so they can implement with fidelity?

Review the *Classroom Teacher Implementation Script* and the *Facilitator and Teacher Tips for Delivering Feedback* handouts; how can you use these documents for training your staff?

### Pause & Reflect #2

It is not only important to plan *what* the training content will include but also *who* will provide the training and *how* re-teaching and booster sessions will be provided.

Review the systems questions included in the “Teaching Staff to Implement the Program” section of the *Check-In, Check-Out Intervention Development Checklist* to ensure that your staff training system is complete.

### Pause & Reflect #3

What important information do your students need to know before they start participating in CICO?

Some schools provide information to other children about the intervention; if your team decides to do this, you will need to determine who will provide that information and what will be shared. When sharing information, it will be important to avoid sharing confidential information about participating students and only share general information about CICO.

### Pause & Reflect #4

It is not only important to plan *what* the training content will include but also *who* will provide the training; typically the CICO facilitator trains the student.

Review the “Teaching Students to Participate in the Program” section of the *Check-In, Check-Out Intervention Development Checklist* to ensure that your student training system is complete.

### Pause & Reflect #5

What important information will your families need to know so they can support their child’s success with CICO?

Review the *Parent Implementation Script*; will this be a helpful document for your team as you plan for parent participation?

### Pause & Reflect #6

It is not only important to plan *what* the training content will include but also *who* will provide the training and who will provide re-teaching if parent participation is low.

Another consideration is how parent training can take place if the parents cannot come to the school. Some schools send a CICO information sheet home and then follow up with a phone training. Some type of personal contact from a trusted staff member, whether in person or over the phone, is preferable to written-only contact.

There are times when parents or other family members are not available to fulfill the home responsibilities of CICO. It is suggested that if this is the case, an alternate adult be identified. This could be another family member, a favorite teacher, or another staff member with whom the child has a positive relationship.

Review the “Teaching Parents to Participate in the Program” section of the *Check-In, Check-Out Intervention Development Checklist* to ensure that your parent training system is complete.