

Tier 2 Cynthia CICO Scenario

Cynthia has received Tier 1 with fidelity and has met the team's Tier 2 data decision rule for classroom minors. The team completed the Adapted FACTS Part A and determined that the function of her inappropriate behaviors is to obtain adult attention. Cynthia's goals will be the schoolwide expectations of Be Respectful, Be Responsible, and Be Safe. Baseline data was taken for 4 days while Cynthia, her teachers, and parents were being contacted and trained. When teachers received training about how to give feedback to Cynthia, they were reminded to use language from the matrix, like 'You were respectful when you politely asked to join the other students at the center.' Her facilitator is Mrs. Johns.

When Cynthia arrives at school, she goes to Mrs. Johns' room where she is greeted positively and receives a ticket for bringing the signed DPR back from the day before. Cynthia gets her new DPR, reviews her goals, and Mrs. Johns sends her off with "Looks like you're ready for a good day."

After each class period, the teacher briefly meets with Cynthia to provide feedback such as:

- "You kept your hands to yourself while you were working with your group. That was respectful."
- "You had a rough time following directions during math, but I know you can do it. I bet you do much better next period."

The teacher also circles on the DPR the number of points earned each period.

At the end of the day, Cynthia returns to Mrs. Johns' room. They tally the points on the DPR and determine if she met her goal. While Mrs. Johns enters the score in the spreadsheet, Cynthia graphs it on a chart in her folder. Mrs. Johns provides feedback such as "You had a terrific day and met your goal!" or "We all have bad days once in a while- I know you can do better tomorrow." Cynthia is reminded to take her DPR home and receives a ticket for coming to check-out and another one if she met her goal.

At home, Cynthia's dad signs her DPR and provides feedback such as "You're really working hard; I am proud of you." or "Looks like today didn't go so well- I know you can do it tomorrow." If Cynthia met her goal, she earns a point towards a family pizza and game night.

Every two weeks, the CICO Coordinator, Ms. Lennon, reviews Cynthia's data and if she meets a decision rule, prints off the graph for the team meeting. At the meeting, the team reviews the graph and makes decisions based on the data.

At the end of the quarter, Ms. Lennon provides an update for the staff. There are 10 students participating in CICO, including Cynthia. Six, including Cynthia, are having a positive response and two have graduated. Two students have required more intensive support. Ms. Lennon and the principal recognize the staff for consistently implementing CICO and announces that as a thank-you, Friday will be Jean Day.

Ms. Lennon also gave Cynthia a copy of her graph to take home and called her parents to thank them for their support and to congratulate Cynthia on her progress.

Questions:

- How did Cynthia receive increased positive adult attention?
- What did you notice about the positive feedback Cynthia received?
- What did you notice about the corrective feedback Cynthia received?
- How were staff members informed about CICO outcomes and recognized for their implementation efforts?