

## IPBS Meeting Template

Coordinator: \_\_\_\_\_

Recorder: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Present:

*I. Review agenda, determine whether changes are needed (2 minutes)*

*II. Review task list from previous meeting, document status of tasks (10 minutes)*

Who	What	When	Status
			Not started    In progress    Done    Not Needed
			Not started    In progress    Done    Not Needed
			Not started    In progress    Done    Not Needed
			Not started    In progress    Done    Not Needed

*III. Targeted intervention summary (15 minutes)*

- a. Students on targeted interventions
  - i. \_\_\_\_ on CICO
  - ii. \_\_\_\_\_ on (each other intervention)
- b. For each intervention
  - i. \_\_\_\_\_ students are meeting their daily or weekly goals
  - ii. Students not meeting goals, determine problem and next steps
    1. Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified
    2. Possible decisions: Meet with teacher, change intervention, conduct efficient FBA

Student	Problem	Decision	Who is in charge and what is the target date?

*IV. Intensive intervention summary (15 minutes)*

- a. \_\_\_\_\_ students on intensive interventions
- b. \_\_\_\_\_ students meeting goals
- c. Students not meeting goals, determine problem and next steps
  - i. Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified
  - ii. Possible decisions: Meet with teacher, change intervention, conduct formal FBA

Student	Problem	Decision	Who is in charge and what is the target date?

*V. New referrals to IPBS-10 minutes*

- a. Possible sources: SWIS data, request for assistance, behavior goals added to IEP

Student	Referral source	Decision	Who is in charge and what is the target date?
		Continue Formal Monitoring assessment Begin targeted intervention FBA Efficient FBA Academic	
		Continue Formal Monitoring assessment Begin targeted intervention FBA Efficient FBA Academic	
		Continue Formal Monitoring assessment Begin targeted intervention FBA Efficient FBA Academic	
		Continue Formal Monitoring assessment Begin targeted intervention FBA Efficient FBA Academic	

SCHOOL \_\_\_\_\_

**INDIVIDUAL PBIS TEAM MEETING**

Date: \_\_\_\_\_

ATTENDEES: \_\_\_\_\_

**AGENDA**

1. Review Action Items from previous meeting agenda
2. Identify new referrals & update 'I-PBS Student List'
  - a. REVIEW Student Discipline Referral Data (School-wide Graph) & Teacher/Parent Referrals
  - b. Update I-PBS Student List
3. Match newly referred students to intervention
  - a. Start a file for new student
  - b. Identify level of intervention to start with (most students will start with CICO)
4. Review individual progress monitoring graphs to determine student response to intervention (Responders/Borderline/Non-Responders) & make intervention decisions
  - a. Present graphs monitoring individual student data to guide decision making
    - i. CICO (Responders/Borderline/Non-Responders)
    - ii. Targeted Intervention (Responders/Borderline/Non-Responders)
    - iii. FBA/BSP (Responders/Borderline/Non-Responders)

**Identify Action Steps for each Individual Student Intervention & Assign Tasks**

- a. Responders - time to fade interventions/graduate from CICO?
- b. Borderline - can we make a small change to current intervention?
- c. Non-Responders - Use *Intervention Decision Making Flowchart* before moving student level

Student	Action Steps	Person Responsible	Complete by

5. Assess success of system/interventions (CICO, Targ Interventions, FBA/BSP)
  - a. Are interventions being implemented with fidelity?
  - b. Are interventions efficiently and effectively meeting school needs?
  - c. How can we improve interventions?

**Identify Actions Steps for System/Intervention needs**

System/ Intervention	Action Steps	Person Responsible	Complete by
CICO			
Targeted Int			
FBA/BSP			

MEETING NOTES: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Confirm next I-PBS Meeting (at least every 2 weeks) -- Date/Time \_\_\_\_\_

## Intensive PBS Meeting Review

School \_\_\_\_\_ Date \_\_\_\_\_

Meeting Facilitator \_\_\_\_\_ Observer \_\_\_\_\_

Yes	No	Meeting Preparation
		1. Are the right people at the meeting? <input type="checkbox"/> Administrator <input type="checkbox"/> Behavior Specialist <input type="checkbox"/> Targeted Intervention manager(s), <input type="checkbox"/> General Education representative <input type="checkbox"/> Special Education representative
		2. Was a meeting agenda presented?
		3. Were meeting roles established? <input type="checkbox"/> Facilitator <input type="checkbox"/> Time Keeper <input type="checkbox"/> Recorder <input type="checkbox"/> Data Analyst
		<b>Review Action Items</b>
		4. Reviewed Action Items & tasks assigned at previous meeting
		<b>Screening &amp; Student Identification</b>
		5. Was data prepared and reviewed to identify students requiring individual behavioral support? <input type="checkbox"/> Screening data <input type="checkbox"/> ODR data <input type="checkbox"/> Referral (teacher, parent, etc.)
		6. Were interventions assigned for students identified for secondary/targeted behavioral interventions in an efficient manner (< 2 minutes per student)?
		-- use of data to guide intervention selection? Odr trends? Brief FBA info?
		<b>Progress Monitoring – Secondary Interventions</b>
		7. Was data prepared and reviewed to monitor progress of students currently receiving secondary/targeted interventions?
		8. Was student success reported and celebrated?
		9. Was progress monitoring data used to inform intervention decisions for students?
		10. Were decision rules followed to identify students requiring add'l intervention?
		11. Were interventions for individual students documented w/ assigned tasks?
		<b>Progress Monitoring – Tertiary Interventions</b>
		12. Was data prepared and reviewed to monitor progress of students receiving tertiary interventions?
		13. Was student success reported and celebrated?
		14. Was progress monitoring data used to inform intervention decisions for students?
		15. Were decision rules followed to identify students requiring add'l intervention?
		16. Were interventions for individual students documented w/ assigned tasks?
		<b>Systems Monitoring</b>
		17. Were data reviewed to identify the need, implementation fidelity and effectiveness of targeted/secondary interventions (CICO, etc.)?
		<b>Meeting Follow-Up</b>
		18. Was the meeting agenda followed during the meeting?
		19. Was data prepared in advance for quick review and presentation?
		20. Was the meeting completed in the scheduled time?
		21. Is a next meeting scheduled within the next 2 school weeks?

\_\_\_ / 21 I-PBS Meeting Score

NOTES: \_\_\_\_\_

Strengths 1. \_\_\_\_\_

2. \_\_\_\_\_

Grows 1. \_\_\_\_\_

2. \_\_\_\_\_

# Tier 2 Intervention Inventory

School \_\_\_\_\_ Enrollment \_\_\_\_\_ Date \_\_\_\_\_

**Tier 2 (aka Targeted or Secondary) interventions** are implemented for students who do not respond to the universal intervention. A Tier 2 intervention is intended to efficiently serve multiple students at one time. Tier 2 interventions should also be readily available for student participation quickly after referral (< 7 days). While matching Tier 2 interventions to student needs is important, Tier 2 interventions should not require a significant amount of individualized assessment or intervention planning. A coordinator with the adequate time and resources to manage student referrals to the intervention and coordinate implementation is necessary, as is a data system for evaluating student progress and efficacy of the intervention

Tier 2/Targeted Intervention	Capacity (# of students at 1 time?)	Who coordinates intervention?	Describe students who would be good fit for intervention	What data is used to evaluate student outcomes?	How many students have been:		<u>M</u> aintain, <u>R</u> evise or <u>C</u> ancel?
					Referred	Successful	

## Tier 2 (Secondary) Interventions Tracking Tool

School Name: \_\_\_\_\_

School Total Pop as of October 1: \_\_\_\_\_

Interventions	Check-in Check-out (CICO)		Lunch Buddies		Homework Club							
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

**Data-based Decision-rules for defining “response to intervention”:** Please list below your data-based decision-rule to determine youth ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):

Responding to Lunch Buddies:

Responding to Homework Club:

Responding to....

## Check-In / Check-Out Self-Assessment

School: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** As a team, review and record each of the CICO elements. For all elements that are rated as “in progress” or “not in place” build action planning steps.

<b>CICO Element</b>	<b>In Place</b>	<b>In Progress</b>	<b>Not In Place</b>
<b>Faculty and Staff Commitment for CICO</b>			
<b>Team Defined and Available to Monitor Fidelity &amp; Outcomes with Administrator Represented</b>			
<b>FTE available for CICO coordinator</b>			
<b>Communication between teams established (e.g., PBS, CICO, SST)</b>			
<b>School-wide PBS in place</b>			
<b>Student Identification Process for CICO</b>			
<b>Daily CICO progress report card developed</b>			
<b>Home report process defined</b>			
<b>Point Trading System established</b>			
<b>Process for collecting, summarizing and using data</b>			
<b>Morning check-in routine established</b>			
<b>Teacher check-in/ check-out routine established</b>			
<b>Afternoon check-out routine established</b>			
<b>Home review routine established</b>			
<b>Team meeting schedule, routine, process</b>			
<b>Planning for Success/Fading</b>			
<b>Planning for Individualized Support Enhancement</b>			
<b>Substitute Teacher routine</b>			
<b>Playground, cafeteria, bus routine</b>			

## Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
<ul style="list-style-type: none"> <li>• <b>Faculty and Staff Commitment</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<p style="text-align: center;"><b>Establish Team</b></p>	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>• <b>School-wide PBS in place</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		



<ul style="list-style-type: none"> <li>• <b>Student Identification Process in Place</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>• <b>Daily Progress report defined</b></li> <li>• <b>Home Report Defined</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>• <b>Point Trading Systems Defined</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

<ul style="list-style-type: none"> <li>• <b>Data Collection, Summarization and Use for Decision-making Defined</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<b>Morning Check-in Routine</b>  <b>Teacher Check-in Check-out Routine</b>  <b>Afternoon Check-out Routine</b>  <b>Home Review Routine</b>	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>• <b>Team Meeting Schedule</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

<ul style="list-style-type: none"> <li>• <b>Process defined for moving off CICO</b></li> <li>• <b>Process defined for use of self-management strategies within CICO</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>• <b>Process defined for moving student into Individualized Support Systems</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<ul style="list-style-type: none"> <li>• <b>Process defined for informing substitute teachers</b></li> <li>• <b>Process defined playground, cafeteria, bus areas</b></li> <li>• <b>Other areas?</b></li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		