

SCCOE PBIS YEAR 3 Day 1
Advanced CICO and Data
Teaming
TEAM ACTIVITY NOTES

Useful Links

[SCCOE PBIS Website](#)

[Google Folder for Year 3 Day 1](#) (Be sure to make a copy in order to alter forms)

[PBIS Apps Home Page](#)

Team Activity: CICO Self Assessment

1. Complete CICO Self Assessment and Action Plan (15 minutes)
2. Discuss and prepare to share out (for 1-2 minutes) an update on the successes and challenges of implementing Tier 1 and Tier 2 (specifically, CICO):
 - What's working?
 - What needs improvement?
 - What have you learned?
 - What would you like to learn from others?
 - What do you need help with today for CICO?

Task/Action Item	Who?	By When?

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.

CICO Element	In Place	In Progress	Not In Place
1. Faculty and Staff Commitment for CICO			
2. Team Defined and Coordinator Available			
3. School-wide PBIS in place			
4. Student Identification Process for CICO			
5. Daily CICO progress report card developed			
6. Home report process defined			
7. Point Trading System established			
8. Process for collecting, summarizing and using data			

9. Morning check-in routine established			
10. Teacher check-in/ check-out routine established			
11. Afternoon check-out routine established			
12. Home review routine established			
13. Team meeting schedule, routine, process			
14. Planning for Success (fading support; establishing self-management elements)			
15. Planning for Individualized Support Enhancement			
16. Substitute Teacher routine			
17. Playground, cafeteria, bus routine (Other areas)			

Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
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. Faculty and Staff Commitment	a.		
	b.		
	c.		
	d.		
	e.		
Establish Team	a.		
	b.		
	c.		
	d.		
	e.		
. School-wide PBIS in place	a.		

	b.		
	c.		
	d.		
	e.		
· Student Identification Process in Place	a.		
	b.		
	c.		
	d.		
	e.		
· Daily Progress report defined · Home Report Defined	a.		
	b.		

	c.		
	d.		
	e.		
· Point Trading Systems Defined	a.		
	b.		
	c.		
	d.		
	e.		

· Data Collection, Summarization and Use for Decision-making Defined	a.		
	b.		

	c.		
	d.		
	e.		
Morning Check-in Routine	a.		
Teacher Check-in Check-out Routine	b.		
Afternoon Check-out Routine	c.		
Home Review Routine	d.		
	e.		
· Team Meeting Schedule	a.		
	b.		
	c.		

	d.		
	e.		

<ul style="list-style-type: none"> · Process defined for moving off CICO · Process defined for use of self-management strategies within CICO 	a.		
	b.		
	c.		
	d.		
	e.		

<ul style="list-style-type: none"> · Process defined for moving student into Individualized Support Systems 	a.		
	b.		
	c.		

	d.		
	e.		
<ul style="list-style-type: none"> · Process defined for informing substitute teachers · Process defined playground, cafeteria, bus areas · Other areas? 	a.		
	b.		
	c.		
	d.		
	e.		

Team Activity: Function-Based CICO

1. What are some options at your school available as a reinforcement for a student who is seeking peer attention or avoiding adult attention?
2. How can you modify your CICO system to provide function based support to your students?
3. What decision rules need to be in place?

Task/Action Item	Who?	By When?


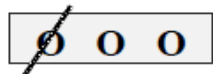




Team Activity: Advanced Applications

1. Using data, discuss what CICO modifications may be appropriate for your school
2. What additional resources and action items are needed in order for you to integrate these modifications?
3. Share with the cohort your action plan

Task/Action Item	Who?	By When?

Breaks Are Better (BrB) Visual

(Back of Card/Clipboard)

How I Take my Break	When I Might Ask for a Break
<p>(1) hold up hand with an “#1” signal</p> <p>(2) wait for teacher to give me a “thumbs up” or “thumbs down”</p>  <p>(3) after the “thumbs up”, cross out one of the break circles on the BRB card</p> 	<ul style="list-style-type: none"> ⊗ 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
<p>(4) start my break timer for 2-minutes</p>  <p>(5) take my break the right way until the timer goes off</p> 	<p>If my teacher gives me a “Thumbs Down”</p> <ul style="list-style-type: none"> ✓ 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
<p>(6) when the timer goes off, my break is over & I will get back to work!</p> 	<p>My Break Choices</p>  <ul style="list-style-type: none"> ⊗ Put my head down and relax ⊗ Doodle in a Notebook ⊗ Work on a Drawing or Picture ⊗ Look at a Book or Read a Book

BREAKS ARE BETTER Point Card

Name: _____ Date: _____

2 = great job 1 = OK, try again 0 = hard time

Class	Safe	Responsibility	Respectful	Breaks Are Better	
				2 Minute Breaks I can take	Took Breaks appropriately (if needed)
Check-In	0 1 2	0 1 2	0 1 2		
	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> Y <input type="radio"/> N
	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> Y <input type="radio"/> N
	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> Y <input type="radio"/> N
	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> Y <input type="radio"/> N
	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> Y <input type="radio"/> N
	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> Y <input type="radio"/> N
	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> Y <input type="radio"/> N
Check-Out	0 1 2	0 1 2	0 1 2		
Today's Goal: _____ points	Today's Total Points			Number of Breaks Used	
Parent's Signature					

How I Take my Break	When I Might Ask for a Break	
<ol style="list-style-type: none"> 1. hold up hand with an "#1" signal 2. wait for teacher to give me a "thumbs up" or "thumbs down" 3. after the "thumbs up", cross out one of the break circles 4. start my break timer for 2-minutes 5. take my break the right way until the timer goes off 6. when the timer goes off, my break is over & I will get back to work 	<ul style="list-style-type: none"> <input type="radio"/> When I'm having a hard time keeping my eyes on the teacher <input type="radio"/> If I get frustrated and/or mad and want to take a break from my work 	
	If my teacher gives me a "Thumbs Down"	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> It's no big deal <input checked="" type="checkbox"/> I should keep working the best I can <input checked="" type="checkbox"/> I can ask for a break a little later
	My Break Choices	<ul style="list-style-type: none"> <input type="radio"/> Doodle in a Notebook at Reflection Point <input type="radio"/> Work on a drawing or picture at Reflection Point <input type="radio"/> Go outside and run the track

Academic Behavior Point Card

ABC Point Card

Name :

Date:

SW Rules	ABC Goals	Soc'l Studies	Lang Arts	Math	Writin g	Scienc e
Be Safe	Ask for Help Appropriately	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	Participate in Class	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	Complete Class Assignments	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Do Your Best	Record assignments on Checklist	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
<p>Points: 2 = Met Expectations (Great Job!) 1= Met some Expectations (Good Job!)</p> <p style="text-align: center;">0=Did not meet Expectations (Room for Improvement)</p> <p>Check-In Bonus Points (1 point each): _____ Was Prepared _____ Had all Homework (HW)</p> <p>Today's Goal: _____ Today's Total _____</p>						
<p>Parent Signature: _____ Date: _____</p> <p style="text-align: center;">_____ My child completed all HW due _____ My child has not completed all HW due _____</p>						

ABC Homework Tracker

Class	Assignment	Due Date	Teacher Signature	Completed
Social Studies				Y N IP
Lang Arts				Y N IP
Math				Y N IP
Writing				Y N IP
Science				Y N IP
<u>Additional Homework Notes:</u>				

Team Activity: Intervention Team Roles & Responsibilities

1. What is the current process at your school for:
 - a. Identification of students requiring support for challenging behavior
 - b. Assessment/Discussion to understand student concerns
 - c. Intervention identification & implementation
 - d. Data collection & monitoring student progress

2. What is working and what are your challenges?

3. Complete Intervention Team Roster

4. Define a team meeting schedule for the current year and next year

5. Discuss next steps moving forward

Task/Action Item	Who?	By When?

Tiers II and III: Intervention Team Roles and Responsibilities

- Team Leader (organizes agenda; facilitates meeting)
- Process Monitor (someone whose role is to monitor group norms and acts as timekeeper)
- Screening Coordinator (someone who collects screening data/requests for assistance and brings it to the meeting)
- Coordinators of Tier II Interventions -- CICO; Academic Seminar/Strategies; (bring progress monitor data to meetings)
- Coordinators of Tier III Interventions (Behavior Support Plans based on Functional Behavioral Assessment)
- Note Taker/Recorder

The Tier II/III Intervention Teams can include the following members:

- Site Administrator
 - This should be the administrator who has primarily been involved in PBIS Team Meetings
- PBIS Team Coach
 - This staff will be the person who will work with the PBIS Team and the Intervention Team
 - Typically a District level staff person
- Intervention Team Lead
 - Person who monitors list of participating students and coordinates meeting schedule
 - Typically a Special Education teacher, Counselor, Social Worker or Teacher On Special Assignment
- Tier II Intervention Coordinator
 - This staff will primarily coordinate the logistics of Check-in Check-out or other Tier II interventions at your site
- Intervention Specialists/Mentors
 - Staff that will check in with students daily with CICO Interventions or other Tier II interventions
 - These are individuals at your site who will check in with the student in the morning, out at the end of the day and be the students contact to the program

- o Typically classified staff members, or duties shared among several staff members
- Tier III Coordinator(s)
 - o Staff with behavior skills training/ Counseling/ Psychology background
 - o These are the individuals with behaviorist backgrounds that can give feedback as to behavior interventions that may be appropriate for individual students
 - o Typically the School Psychologist or Special Education teacher

Intervention Team:

- Teams may vary slightly between schools. This team meets to review data for students who are identified for needing additional supports.
- Team will help to support plans for identified students and review recommendations for students to participate in Tier II or Tier III Interventions.
- Teams typically meet every week to every other week.

CICO Coordinator Selection Criteria and Considerations:

1. Who would be a good coordinator?
2. What other duties/responsibilities will he/she have?
3. Do we need to adjust schedules/time/ workload for this person?
4. How will we train the coordinator?
5. Does the coordinator display effective behavior management skills?
6. Who will be our back-up coordinator?
7. What steps do we need to take to accomplish this?

CICO Ensuring “Best Fit” and Fidelity

The effectiveness of implementation should be examined on a regular basis

Evaluation Questions:

1. Does the coordinator establish positive rapport with students?
 2. Does the coordinator display effective behavior management skills?
 3. Does the coordinator’s position allow all tasks to be completed in a timely manner?
 4. Is the coordinator implementing the intervention with fidelity?
- CICO Self Assessment, Benchmarks of Advanced Tiers, etc.
 –Integrate CICO implementation fidelity within a district evaluation plan

Intervention Team Roster

School _____

Name of Team: _____ Date: _____

Team's Mission

Team Member Roles and Back-Ups:

Team Member	Role	Back Up
1.	Administrator	
2.	Coach	
3.	Tier II Coordinator	
4.	Tier III Coordinator	
5.	Team Lead	
6.		

Team Norms:

Decision-making method:

(i.e. voting, everyone must agree, majority rules)

Team Meeting Dates:

Signed By:

Team Activity: Data Teaming

1. What meeting format will you use?
2. What data will you use to identify student for interventions? Develop a plan for universal screening.
3. What are your decision rules? Use your data to identify student who need support. Identify interventions to support those students.
4. Schedule time during your next two team meetings to complete the Intervention Team Meeting Review

Task/Action Item	Who?	By When?

Team Activity: Agenda and Meeting Format

1. Review the two samples of agenda and meeting formats (next several pages of workbook).
2. What are similarities between the two samples?
3. What aspects of these forms can be incorporated into your Intervention Team meetings?
4. What questions does your team have about using these forms?

Task/Action Item	Who?	By When?

Intervention Team 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 In Done Not started progress Needed
			Not In Done Not started progress Needed
			Not In Done Not started progress Needed
			Not In Done Not started progress 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 Academic Monitoring assessment Begin targeted Formal intervention FBA Efficient FBA	
		Continue Academic Monitoring assessment Begin targeted Formal intervention FBA Efficient FBA	
		Continue Academic Monitoring assessment Begin targeted Formal intervention FBA Efficient FBA	
		Continue Academic Monitoring assessment Begin targeted Formal intervention FBA Efficient FBA	

TIPS Intervention Team Meeting Template

School:

Intervention Team Meeting Minutes

Meetings	Date	Time (begin and end)	Intervention Lead	Minute Taker	CICO Coordinator	Groups Coordinator	School-Connect Coordinator	BIP Coordinator	Academic Support Coord.
Today's Meeting									
Next Meeting									

Team Members (Place "X" to left of name if present)									
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Today's Agenda Items (Place "X" to left of item after completed):						
1	<input checked="" type="checkbox"/>	Review Agenda (2 min.)	5	<input checked="" type="checkbox"/>	New referrals to Intervention team (10 min.)	Agenda Items for Next Meeting
2	<input checked="" type="checkbox"/>	Coordinator Reports (10 min.)	6	<input checked="" type="checkbox"/>	Sys. Updates & Gen. Info/Issues (5 min.)	1
3	<input checked="" type="checkbox"/>	Problem Solving & Action Planning (10 min.)	7	<input type="checkbox"/>		2
4	<input type="checkbox"/>	Fading and Graduation (5 min.)	8	<input type="checkbox"/>		3

Item 2. Coordinator Reports

Coordinators Reports					
Check in Check out <i>Number of students by status:</i>					
# of Students in Intervention:	# Meeting Goal:	% Successful (Meeting Goal):	Fading:	Modified	
Fidelity Measure:	Fidelity adequate? (Y/N):		CICO:		
Math <i>Number of students by status</i>			Other Tier II Interventions (Groups) <i>Number of students by status.</i>		
# of Students in Intervention:	Meeting Goal:	% Successful:	# of Students in Intervention:	# Meeting Goal:	
Fidelity Measure:	Fidelity adequate?	(Y/N): Y	Fidelity Measure:	Fidelity adequate? (Y/N):	
Behavior Plans <i>Number of students by status</i>			Academic Seminar <i>Number of students by status</i>		
# of Students in Intervention:	# Meeting Goal:	% Successful:	# of Students in Intervention:	# Meeting Goal:	
Fidelity Measure:	Fidelity adequate?	(Y/N):	Fidelity Measure:	Fidelity adequate? (Y/N):	
Language Arts (2 periods) <i>Number of students by status</i>					
# of Students in Intervention:	# Meeting Goal:	% Successful:			
Fidelity Measure:	Fidelity	adequate? (Y/N):			

Item 3. Tier II/III Intervention Problem Solving & Action Planning (for students that are not experiencing intervention success)

Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified; Possible decisions: meet with teacher, change intervention, conduct FBA

Student	Intervention	Identified Problems & Supporting Data	Response Actions & Next Steps	Who?	By when?	Goal & Timeline	Follow-up
							<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
							<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
							<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
							<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Item 4. Intervention Fading & Graduation

Exit may occur if intervention is successful or if student will be provided with a different intervention

Student	Intervention	Supporting Data	Fade or Graduate	Response Actions & Next Steps	Who?	By when ?	Follow-up
							<input type="checkbox"/> Not started <input type="checkbox"/> In progress

									<input type="checkbox"/> Done <input type="checkbox"/> Not Needed
									<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Item 5. New Referrals to Intervention Team

Possible sources: SWIS data, teacher nomination, Request for Assistance form

Standard procedure: Referral, assessment, determination within 48 hours, parent/student notification, parent/student introduction, begin CICO

Student	Grade	IEP Y/N	Referral Date	Referral source & relevant information	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Follow-up
									<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
									<input type="checkbox"/> Not started <input checked="" type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
									<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed
									<input type="checkbox"/> Not started <input type="checkbox"/> In progress <input type="checkbox"/> Done <input type="checkbox"/> Not Needed

Item 6. Systems Updates and General Information/Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time?

Our Rating		
Yes	So-So	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. In general, did we do a good job of <u>tracking</u> whether we are completing the tasks we agreed upon at previous meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In general, have we done a good job of actually <u>completing</u> the tasks we agreed upon at previous meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In general, are the completed tasks having the <u>desired effects</u> on student behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If some of our ratings are "So-So" or "No," what can we do to improve things?	
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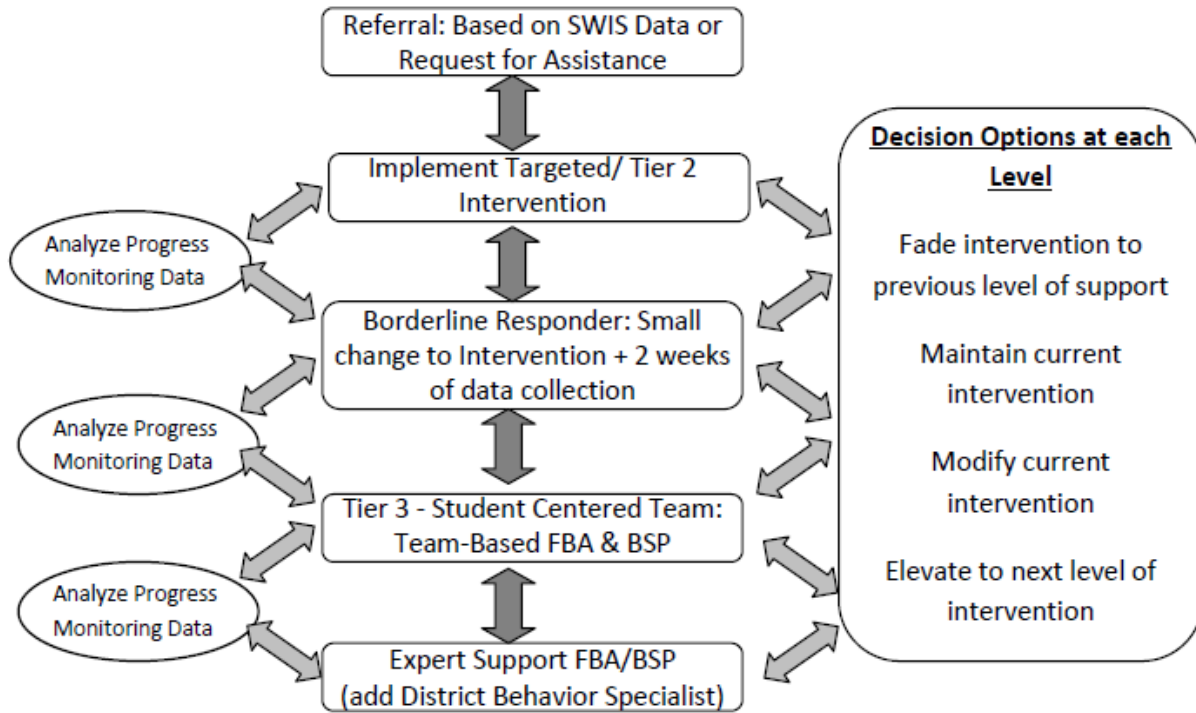
Menu of Possible CICO Modifications

<ul style="list-style-type: none"> ● Change incentives. ● Change specialists. ● Retraining student and/or staff re: purpose of sheet. ● Increase positive recognition. ● Work with staff re: focus on positives only. ● Work with staff on individualized classroom strategies. ● Coaching/peer support to staff. ● Staff member (not teacher) take data in increments as insights for teacher re: actions/reactions, or as insights for student re: student behaviors. ● Introduce modified Daily Progress Report with specific expectations. 	<ul style="list-style-type: none"> ● More frequent updates to parents/guardians and/or probation ● More positive calls home (e.g., more than one time per week) ● Home-based incentives where possible. Probation can assist here with follow-up and incentives. ● Letters to probation and/or judge on student's behalf. ● Staff support in terms of having designated staff help student find card, or take card to next class in the situation where students lose cards. ● Coordinator check in with student to see if they have suggestions. ● Have student track behavior data on themselves for insight. ● Add check-ins with staff at breaks.
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Menu of Possible Modifications for Attention-Based Behavior

<ul style="list-style-type: none"> ● Student earns reward for whole class ● Student gets to be in the spotlight (Examples are: dismissing students to PE, home, picking a peer and getting to leave first, giving morning announcements, first to lunch, etc.) 	<ul style="list-style-type: none"> ● Earning trip to park for the whole school ● Coffee for all ● Help teaching PBIS lesson ● Lunch with peer ● Pair with CICO graduate for checks
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Data Teaming Process Decision Points



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Intervention Team 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
Review Action Items		
		4. Reviewed Action Items & tasks assigned at previous meeting
Progress Monitoring – Secondary Interventions		
		5. Was data prepared and reviewed to monitor progress of students currently receiving secondary/targeted interventions?
		6. Was student success reported and celebrated?
		7. Was data used (e.g. ODR's, CICO, Brief FBA) to inform intervention decisions for students?
		8. Were decision rules followed to identify students requiring add'l intervention?
		9. Were interventions for individual students documented w/ assigned tasks?
		10. Were individual student conversations completed in an efficient manner (< 2 minutes per student)?
Progress Monitoring – Tertiary Interventions		
		11. Was data prepared and reviewed to monitor progress of students receiving tertiary interventions?
		12. Was student success reported and celebrated?
		13. Was data used (e.g. ODR's, CICO, FBA) to inform intervention decisions for students?
		14. Were decision rules followed to identify students requiring add'l intervention?
		15. Were interventions for individual students documented w/ assigned tasks?
		16. Were individual student conversations completed in an efficient manner (< 2 minutes per student)?
Screening & Student Identification		
		17. 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.)
		18. Were interventions assigned for students identified for secondary/targeted behavioral interventions in an efficient manner (< 2 minutes per student)?
Systems Monitoring		
		19. Were data reviewed to identify the need, implementation fidelity and effectiveness of targeted/secondary interventions (CICO, etc.)?
Meeting Follow-Up		
		20. Was the meeting agenda followed during the meeting?
		21. Was data prepared in advance for quick review and presentation?
		22. Was the meeting completed in the scheduled time?
		23. Is a next meeting scheduled within the next 2 school weeks?

 / 23 I-PBS Meeting Score

NOTES: _____

Strengths: _____

Growths: _____

-
-

-
-

Team Activity: Systems Monitoring

1. Complete Tier 2 Intervention Inventory and Targeted Interventions Reference Guide Map from TFI
2. Are you currently able to evaluate student progress and fidelity data to determine

the effectiveness of your interventions?

Task/Action Item	Who?	By When?

<h2>Tier 2 Intervention Inventory</h2>
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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:		Maintain, Revise or Cancel?
					Referred	Successful	

Targeted Interventions Reference Guide Map

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this Reference Guide when trying to determine intervention options for individual students.

School: _____
 Date: _____

Targeted Intervention				
Access to Adult Attention				
Access to Peer Attention				
Access to Choice of Alternatives/Activities				
Option for Avoiding Aversive Activities				
Option for Avoiding Aversive Social Peer/				
Adult Attention Structural Prompts for 'What To Do'				
Throughout the Day At Least 5 Times				
During the Day When				
Positive Feedback is Set Up				
A School-Home Communication System				
Opportunity for Adaptation into a Self-Management System				

Year 3 Day 1 Tasks

- ★ Complete the TFI Tier 1 and 2 and create action plan (score of 70% or higher to continue year 3 training series)
- ★ Continue having Intervention meetings at least twice a month using the Intervention Team meeting agenda format

★ Use the intervention inventory to monitor interventions and implementation

★ Track data to monitor student progress

★ Track data to monitor program fidelity