Welcome! Please Sign In

https://forms.gle/P6T5Dj6s4hjHxxNC9

Or, use this QR Code
PBIS Tier 2, Day 2A Training
December 2, 2021

Tier 2- Creating the Foundation

https://www.ycooe.org/pbis
Who is in the room today?
In the chat:
Something you are feeling grateful for today
Micah Studer
Assistant Superintendent, Equity and Support Services

Deborah Bruns
Director, Teaching & Learning

Unfilled
MTSS Program Specialist

Andrea Barajas
Administrative Secretary, T&L

Niki Reina-Guerra
Differentiation Specialist

Javier Macias
Director Student Support Services/Principal

Stephanie Groat
Director, Compliance & Accountability

Oscar Garcia
Vice Principal, Winters MS

Gurpreet Kaur
MTSS Behavior Analyst
Alicia Rozum  
Coordinator, PSS  
arozum@placercoe.org

Denae Rollins  
Regional Coach/Trainer  
drollins@placercoe.org

Mark Alfaro  
Regional Coach/Trainer  
maalfaro@placercoe.org

Kim Allen  
Regional Coach/Trainer  
kallen@placercoe.org

Josh Sexton  
Regional Coach/Trainer  
jsexton@placercoe.org

Michael Lombardo  
Executive Director, Prevention Supports & Services  
mlombardo@placercoe.org

Luke Anderson  
Senior Director, PSS  
luanderson@placercoe.org

Kerri Fulton  
Coordinator, PSS  
kfulton@placercoe.org

Tara Neilsen  
Staff Secretary  
tneilsen@placercoe.org

Liz Campo  
Administrative Secretary  
lcampo@placercoe.org
Acknowledgments

Center on PBIS
www.pbis.org

Co-Directors:
- Heather George, University of South Florida
- Tim Lewis, University of Missouri
- Kent McIntosh, University of Oregon
- Brandi Simonsen, University of Connecticut

Senior Advisors:
- Robert Horner, University of Oregon
- George Sugai, University of Connecticut
Acknowledgments

California PBIS Coalition
www.pbisca.org

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center
# Group Agreements

<table>
<thead>
<tr>
<th>Respectful</th>
<th>Responsible</th>
<th>Committed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Start and end on time.</td>
<td>• Your participation will result in systems and practices that will benefit all students.</td>
<td>• Expect to begin tasks that will need to be finished later.</td>
</tr>
<tr>
<td>• Listen actively (and without distractions).</td>
<td>• Participate in live or virtual discussions and activities.</td>
<td>• Expect committed trainers that will provide feedback and encouragement and meet you where you are.</td>
</tr>
<tr>
<td>• Mute yourself when not speaking.</td>
<td>• Practice self care.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Give your full attention.</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Team Initiated Problem Solving (TIPS) Tier 1 to Tier 2 Making the Connection RFA Form &amp; Process Tier 1 TFI &amp; Action Planning</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tier 2 Introduction Meeting Process Tiered Mapping Identifying Decision Rules/RFA Process Intervention Inventory Introduction</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>CICO Introduction CICO Point Card CICO Program Description CICO Communication Forms CICO Fading &amp; Graduation CICO Fidelity</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>CICO Problem Solving &amp; Modifications Strong Kids/Teens Implementation Intervention Inventory Refinement Matching Interventions to Student Need Tier 2 TFI &amp; Action Planning</td>
<td></td>
</tr>
</tbody>
</table>
### Teams will:

- Learn core features of Tier 2 and connections to Tier 1
- Understand the role/function of an Intervention Team
- Identify current Tiered Supports at your site
- Create Data Decision Rules and Refine the RFA Process
- Begin to build an Intervention Inventory
The Tier 2 Action Plan will guide your work.

It includes hyperlinks to every training document and example we will share.

Be sure that you are working from the Action Plan shared with your principal by PCOE.
The Intervention Team Handbook will be utilized to complete action items throughout training Days 2-4. Each site will customize their handbook. Table of Contents is hyperlinked to the pages within the document. This document will be shared with staff (when complete) and used as a tool to inform staff of Tier 2 practices. Document 200, Action Item 9.
Making the Connection: Tier 1 and Tier 2

TFI Items related to this section:

• **2.6 Tier 2 Critical Features:** Tier 2 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).

• **2.8 Access to Tier 1 Supports:** Tier 2 supports are explicitly linked to Tier 1 supports, and students receiving Tier 2 supports have access to, and are included in, Tier 1 supports.

In random breakout rooms, introduce yourself and discuss Tier 1 vs. Tier 2, what you think you know and questions you might have.
**Universal** — primary prevention. Typically meets the needs of 80% of student population.

**Secondary** — targeted, small group. 10-15% of student population might require Tier II supports in one or more domains.

**Tertiary** — intensive, individualized. 1-5% of student population requires supports customized specifically for them in one or more domains.
Continuum of Support

TIER 1
School-/Classroom-Wide Interventions:
All Students, Staff, & Settings

TIER 2
Targeted Group Interventions:
Check In Check Out
Strong Kids Curriculum
Other Targeted, Evidence Based Interventions

TIER 3
Intensive Individualized Interventions:
Systems for Students with High-Risk Behavior
Label behavior and needs... *not* people!

A student’s needs span any/all tiers of support at any given time, and these needs change over time.

*Is the student successful at this level of support?* Improved student outcomes are the result of continually monitoring and modifying.
Moving from “Hourglass” to Pyramid

Intensive supports provided to many students.

Reactive, not proactive. Intervening primarily when high risk.

Think of your school:
How many is your 10-15%?
How many is your 1-5%?

Goal:
Serve more students (10-15%) with less intensive interventions…earlier (Tier 2)!
Reserve intensive supports for few (1-5%) students (Tier 3).

Let’s work to build systems & interventions to meet the needs of ALL students.
Building Tier 2 Systems and Practices: What will we need?
Data:
Which students are in need of an intervention?
What intervention do they need?
How are students responding to interventions?

Practices:
Are interventions evidence based?
How can students get what they need, if not at school (community resources)?

Systems:
How are students identified for intervention?
How, when & who monitors student response to intervention?
How is fidelity assessed?
Identifying Students for Support

Student Identified via Data Decision Rule or RFA → Tier 2 Team problem solves and identifies intervention for student → Tier 2 Intervention Coordinator connects with family, student, and staff → Intervention Coordinator/Team progress monitors student success

Student Accessing Tier 1 Support
Strong Tier 2 Intervention Systems:

- Tier 1 PBIS is in place
- Problem-solving focused Intervention Team
- Consistent with school expectations
- Rapid access to intervention
- Very low effort by teachers
- Uses efficient, available, evidence based practices
- Data-based progress monitoring & decisions
- Screening to identify students needing supports
## Mapping Tiered Supports
(Universal, Targeted and Individualized)

<table>
<thead>
<tr>
<th></th>
<th>Academics</th>
<th>Behavior</th>
<th>SEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 3 Intensive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Individualized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2 Targeted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Group based supports)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 1 Universal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(All students)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tier 2 Teaming

TFI Items related to this section:

• **2.1 Team Composition:** Tier 2 (or combined Tier 2 & 3) team includes a Tier 2 systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.

• **2.2 Team Operating Procedures:** Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.
**Tier 1 Team**
- Meets at least 1 time per month (use TIPS)
- Feedback from staff, students, and families
- Analyze school-wide data
  - Implement solutions
  - School-wide problems and monitor outcomes

**Tier 2**
- Meet 2 or more times per month (Intervention Meeting Document)
- Use data decision rules and RFA for selecting students for interventions
- Monitor progress of students receiving interventions
3-Tiered System of Support

Universal Team
- Plans School-Wide Supports Using TIPS Process
- Staff Implement and Give Feedback on Tier I System

Intervention Team
- Uses Process data;
  Determines Overall Intervention Effectiveness
  Recommends Interventions

CICO
- Each Targeted Intervention has Assigned Coordinator
- Each Determines Student Response
  - Targeted Social Emo. Group (Strong Kids)

Modified CICO

Student Centered Teams
- PTR
- WRAP
  - Each Student Centered Team has Assigned Coordinator
  - Each Determines Student Response
What is the purpose of the Intervention Team?

Identify and select students in need of Tier 2/3 supports

Are there any teams at your site that do this? How can we improve current systems?

Monitor fidelity of systems and interventions: Are the adults doing what they said they would?

Monitor outcomes: Are our efforts making a difference?
Team Meeting Foundations

Team Purpose
• What are we trying to accomplish in this team?
• How is it different from the school-wide Tier 1 team?

Team Agreements
• How will we work together effectively?
• Team Meeting Schedule
• Team Members (and back-ups)
### Example Tier 2/Intervention Team Purpose and Team Agreements

<table>
<thead>
<tr>
<th>Team Purpose</th>
<th>Team Agreements</th>
</tr>
</thead>
</table>
| 1. Identify and select students in need of Tier 2-3 supports | **Respect**  
Before meeting: complete tasks, inform facilitator of absent/tardy, avoid side talk  
During meeting: Avoid side talk, stay focused, start and end on time  
**Relevance**  
Question fidelity of implementation, make data-based decisions with precision statements (what, who, when, where, why & how often)  
**Reality**  
Think about feasibility, social acceptability, and contextual fit |
| 2. Coordinate implementation of Tier 2-3 systems and supports |  |
| 3. Establish and facilitate individual student support teams as needed |  |
| 4. Monitor systems and interventions for fidelity of implementation |  |
| 5. Monitor overall status of student progress towards goals |  |
# Intervention Team Roles

## PBIS Team Roles

### Tier II/III: Intervention Team

<table>
<thead>
<tr>
<th>Member</th>
<th>Typically filled by</th>
<th>Role &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Administrator</td>
<td>This should be the administrator who has primarily been involved in PBIS Tier I Team Meetings</td>
<td>Takes a lead in guiding problem solving &amp; supports staff time for PBIS meetings.</td>
</tr>
<tr>
<td><strong>PBIS District Supported Team Coach</strong></td>
<td>District level staff: (same person filling Tier I Coach role)</td>
<td>Supports the school teams that are implementing PBIS. Attends PCOE Coaches Institutes (3x per year).</td>
</tr>
<tr>
<td></td>
<td>· School Psychologist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Counselor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Teacher on Special Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Other</td>
<td></td>
</tr>
<tr>
<td><strong>Intervention Team Lead</strong></td>
<td>Typically a Special Education teacher, Counselor, Social Worker or Teacher On Special Assignment</td>
<td>Monitors list of participating students and coordinates meeting schedule. Attends PCOE Coaches Institutes (3x per year).</td>
</tr>
<tr>
<td><strong>Tier II Intervention Coordinator</strong></td>
<td>Staff with behavior skills/counseling/psychology background. Typically a School Psychologist or Special Education Teacher.</td>
<td>Coordinates the logistics of Check In Check Out and other Tier II interventions at your site. Gives feedback as to behavior interventions that may be appropriate for individual students.</td>
</tr>
<tr>
<td><strong>Tier III Intervention Coordinator</strong></td>
<td></td>
<td>Coordinates the logistics of Prevent Teach Reinforce (PTR) and other Tier III interventions at your site. Gives feedback as to behavior interventions that may be appropriate for individual students.</td>
</tr>
</tbody>
</table>

### Meeting Agenda Form: Intervention Team Meeting Agenda: Document 111

**Intervention Team:**
- Teams may vary slightly between schools. This team meets to review data for students who are identified as needing additional supports.
- Team will help to support plans for identified students and review Request for Assistance forms/recommendations for students to participate in Tier II or Tier III Interventions.
## Team Member Responsibilities... Before, During & After meetings

### PBIS Intervention Team Meeting Responsibilities

<table>
<thead>
<tr>
<th>Intervention Team Lead</th>
<th>Before Meeting</th>
<th>During Meeting</th>
<th>After Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collect and review Requests for Assistance.</td>
<td>Review agendas, time frames, &amp; solicit feedback.</td>
<td>Ensure that intervention meeting notes are distributed.</td>
</tr>
<tr>
<td></td>
<td>Prompt Intervention Coordinators to compile current success data for their intervention(s) to bring to the meeting (or enter numbers in a cloud-shared document ahead of time).</td>
<td>Review team meeting foundations as needed.</td>
<td>Keep administrators and PBIS Coach informed about progress and needs.</td>
</tr>
<tr>
<td></td>
<td>Ensure that the agenda is prepared for next meeting. Completed action items from the previous meeting may be removed from the notes before the next meeting.</td>
<td>Facilitate meeting and ensure that team members are operating as efficiently as possible, staying on track, and keeping to time frames.</td>
<td>Support intervention leads if needed.</td>
</tr>
<tr>
<td></td>
<td>Ensure that staff have completed any necessary global screening tools prior to the intervention meeting.</td>
<td>Ensure that for any student who was reported as not making progress in a specific intervention, the team conducts a quick problem solving session for that student (Item 3: Intervention Problem Solving).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention Coordinators</th>
<th>Before Meeting</th>
<th>During Meeting</th>
<th>After Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor the implementation of their assigned intervention, and provide support to staff as necessary.</td>
<td>Report out on % of students successful in each intervention, students ready to fade, students graduating, and fidelity of intervention.</td>
<td>Schedule student-specific meetings if needed.</td>
<td></td>
</tr>
<tr>
<td>Collect information prior to the meeting to be able to report out on % successful, as well as who is ready to fade or graduate.</td>
<td>Be responsible for keeping a running tally of the total number of students enrolled and successful in that intervention for the year (see Intervention Minutes form).</td>
<td>Enroll newly-identified students in interventions.</td>
<td></td>
</tr>
<tr>
<td>For students who are not successful in their</td>
<td>Assess whether their assigned intervention is effective for the site as a</td>
<td>Update data tracking systems with enrollment</td>
<td></td>
</tr>
</tbody>
</table>

Document 200 - Handbook Template which you will make a copy of for your site!
Assign roles for:

- Intervention Team Lead
- Minute Taker
- Time Keeper
- Coordinator for each intervention

<table>
<thead>
<tr>
<th>Member</th>
<th>Typically filled by</th>
<th>Role &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Administrator</td>
<td>This should be the administrator who has primarily been involved in PBIS Tier I Team Meetings.</td>
<td>Takes a lead in guiding problem solving &amp; supports staff time for PBIS meetings.</td>
</tr>
<tr>
<td>PBIS District Supported Team Coach</td>
<td>District level staff (same person filling Tier I Coach role)</td>
<td>Supports the school teams that are implementing PBIS. Attends PCOE Coaches Institutes (3x per year).</td>
</tr>
<tr>
<td>Intervention Team Lead/Facilitator</td>
<td>Typically a Special Education teacher, Counselor, Social Worker or Teacher On Special Assignment</td>
<td>Monitors list of participating students and coordinates meeting schedule. Attends PCOE Coaches Institutes (3x per year).</td>
</tr>
<tr>
<td>Tier II Intervention Coordinator</td>
<td>Staff with behavior skills/counseling/psychology background. Typically a School Psychologist or Special Education Teacher.</td>
<td>Coordinates the logistics of Check In Check Out and other Tier II interventions at your site. Gives feedback as to behavior interventions that may be appropriate for individual students.</td>
</tr>
<tr>
<td>Tier III Intervention Coordinator</td>
<td></td>
<td>Coordinates the logistics of Prevent Teach Reinforce (PTR) and other Tier III interventions at your site. Gives feedback as to behavior interventions that may be appropriate for individual students.</td>
</tr>
</tbody>
</table>

Meeting Agenda Form: Intervention Team Meeting Form: Document 213

Intervention Team:
- Teams may vary slightly between schools. This team meets to review data for students who are identified as needing additional supports.
- Team will help to support plans for identified students and review Request for Assistance forms/recommendations for students to participate in Tier II or Tier III Interventions.
Introduction to Intervention Team Handbook

- The Intervention Team Handbook will be utilized to complete action items throughout training Days 2-4
- Each site will customize their handbook
- Table of Contents is hyperlinked to the pages within the document
- This document will be shared with staff (when complete) and used as a tool to inform staff of Tier 2 practices

- Document 200, Action Item 9
Collaborative Worktime

**Intervention Handbook:**

Create Team Purpose, Team Agreements, Schedule Team Meetings and assign Team Roles,
Action Item 10
Tier 2 Team Operating Procedures

TFI Items related to this section:

• **2.2 Team Operating Procedures:** Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.
### Intervention Team: Processes

#### Have the right people on your team
- Administrator
- Intervention coordinators
- Behavior expertise
- (No parent representative, for confidentiality reasons)

#### Use Data Decision Rules
- General idea of when an intervention is needed (screening data, referrals, etc.)
- General idea of when to fade intervention
- General idea of when to elevate intervention
Intervention Team: Processes

Meet every 2 weeks

• Why?
  • Identify students in a timely manner
  • Respond to Requests for Assistance in a timely manner
  • Place students into interventions
  • Monitor intervention effect
  • Monitor intervention fidelity

Use Intervention Team Meeting Agenda

• Progress monitor a high number of students quickly
• System-level items
• Specific interventions
• New students
• Maintaining students
• Fading students
• Unresponsive students
Example Intervention Team Meeting

What are some things that happened during and/or before the meeting started that made it go well?
What is one thing you would take away to use in your own meetings?
Intervention Meeting Template:

Make a copy of Document 213 and save it to your team drive or shared folder. Action Item 11.

Allows for a step by step process for team facilitation and decision making.
Here's what it will look like filled in...

From example Intervention Team meeting agenda, Document 212

Assign these roles

List all team members

Each intervention has its own Coordinator
**Intervention Meeting Agenda**

1. **Data based decision making**
2. **Progress monitor students**
3. **Modify interventions as needed**
4. **Schedule individual student meeting if needed**
5. **Follow Up on tasks from previous meeting**
How this form aligns with the TFI:

• **Item 2.2** “Tier 2 team… has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.”

• **Item 2.10** “Team follows written process to track proportion of students participating in Tier 2 supports, and access is proportional.”

• **Item 2.11** “Team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier 2 intervention outcomes data and decision rules for progress monitoring and modification.”
# First Attendance and Review Agenda

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Date</th>
<th>Time (begin and end)</th>
<th>Intervention Lead</th>
<th>Minute Taker</th>
<th>Time Keeper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today's Meeting</td>
<td>10-16-17</td>
<td>3:00-4:00pm</td>
<td>Kerri</td>
<td>Kim</td>
<td>Alicia</td>
</tr>
<tr>
<td>Next Meeting</td>
<td>10-30-17</td>
<td>3:00-4:00pm</td>
<td>Kerri</td>
<td>Kim</td>
<td>Alicia</td>
</tr>
</tbody>
</table>

## Intervention Team Meeting Minutes: PCOE

### Team Members (Place “X” to left of name if present)
- Luke
- Denae
- Mike
- [ ] Laura
- Ruth
- [ ]

### Item 1: Today’s Agenda Items
1. [x] Review Agenda (2 min.)
2. [x] Coordinator Reports (15 min.)
3. [x] Problem Solving & Action Planning (15 min.)
4. [x] Fading and Graduation (3 min.)
5. [ ] Continue Intervention team (10 min.)
6. [x] System Info/Issues (5 min.)

### Agenda Items for Next Meeting
1. [ ]
2. [ ]
3. [ ]
4. [ ]
5. [ ]
6. [ ]
7. [ ]
8. [ ]

---

- Check if present
- Review agenda
Team Meeting Foundations

Copy and Paste Team Purpose, Team Agreements, Team Meeting Schedule and Intervention Team Members from Intervention Handbook to Intervention Meeting Minute Form.
Collaborative Worktime

*Copy & Paste*

Make a copy of the Intervention Team Meeting Document 213 and save it to your shared drive or shared folder. Copy and paste Intervention Team Purpose, Team Agreements, Meeting schedule and Intervention Team Members from Intervention Team Handbook to Intervention Team Meeting Form, Action Items 11 &12.
TFI Items related to this section:

- **2.2 Team Operating Procedures:** Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.
Are we doing what we said we would do?

- Tier 2 Action Plan
- PBIS Tiered Fidelity Inventory
- Fidelity tools for each intervention (e.g., CICO-Fidelity Checklist)

Are the interventions helping students be successful?

- # of students referred
- # of students responding
- Data based decisions for fading/increasing interventions
Item 2  □ Systems Overview: Overall (Tier 2) Systems Update

Coordinators should ideally come to the meeting prepared with the data for their assigned intervention.
## Item 3—— Intervention Problem Solving

### 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

<table>
<thead>
<tr>
<th>Student</th>
<th>Intervention</th>
<th>Identified Problems &amp; Supporting Data</th>
<th>Response Actions &amp; Next Steps</th>
<th>WI</th>
<th>By when?</th>
<th>Goal &amp; Timeline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>Academic seminar</td>
<td>Not participating in</td>
<td>Needs high levels of recognition when</td>
<td>Luke</td>
<td>10-18</td>
<td>Increase participation (weekly checks with teacher about work completion/participation)</td>
<td>Not started, In progress, Done, Not Needed</td>
</tr>
<tr>
<td>Adam</td>
<td>CICO</td>
<td>is still an issue. Still some minor behaviors in class.</td>
<td>CICO card change.</td>
<td></td>
<td></td>
<td>Monitor work completion progress based on card. Check progress at next meeting 10-30</td>
<td>Not started, In progress, Done, Not Needed</td>
</tr>
<tr>
<td>Steve</td>
<td>Attendance</td>
<td>Leaves early frequently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not started, In progress, Done, Not Needed</td>
</tr>
</tbody>
</table>

Goals may be common among students in intervention

Follow up at next meeting?
Brief time to discuss/plan for an individual student, using data for decision making.
**Item 5 - New Referrals to Interventions Team**

Brief time to discuss/plan for an individual student, using data for decision making.
Item 6 ▫ General Information and Issues

<table>
<thead>
<tr>
<th>Information for Team, or Issue for Team to Address</th>
<th>Discussion/Decision/Task (if applicable)</th>
<th>Who?</th>
<th>By When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take TFI for Tier I and Tier II</td>
<td>Make TFI at start of next meeting.</td>
<td>Team</td>
<td>10-30</td>
</tr>
</tbody>
</table>

Brief time to discuss system level or general information.
Google Activity Slides

**Intervention Meeting Minute Document Practice**

Go to google activity slides to find link to example meeting minute document.

---

### Intervention Team Meeting Minutes: PCOE

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Team Goal</th>
<th>Minutes Taken</th>
<th>Time Keeper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today's Meeting</td>
<td>10/16</td>
<td>3:00-4:00</td>
<td>Tahow</td>
<td>Karm</td>
<td>Ken</td>
<td>Alice</td>
</tr>
<tr>
<td>Next Meeting</td>
<td>10/20</td>
<td>8:00-9:00</td>
<td>Donor</td>
<td>Karm</td>
<td>Ken</td>
<td>Lyle</td>
</tr>
</tbody>
</table>

### Team Members (Place “x” by left of name if present):
- John
- Dorine
- Mike
- Tammy
- Laura
- Ruth

### Team Purpose:
- 1. Identify & select student in need of Tier II/III supports
- 2. Coordinate implementation of Tier II/III systems and supports
- 3. Establish and facilitate individual support teams as needed
- 4. Monitor systems & interventions for fidelity of implementation
- 5. Monitor overall status of student progress towards goals.

Resolved: Before meeting, complete tasks, inform facilitator of absence/ tardiness, avoid side talk. During meeting, avoid side talk, stay focused - start and end meeting on time.

### Agenda Items for Next Meeting:

1. Review Agenda (10 min)
2. Coordinator Reports (10 min)
3. Problem Solving & Action Planning (10 min)
4. Voting and Voting (10 min)

### Check-In Check-out
- Number present at time:
- Number engaged to date:
- % Successful to date:
- % Failing to date:
- % Ready to read:
- Fidelity measure:
- Coordinator:
- Summary:

### Strong Kids
- Number present at time:
- Number engaged to date:
- % Successful to date:
- % Failing to date:
- % Ready to read:
- Fidelity measure:
- Attendance sheet:
- Fidelity adequate?:

### Attendance Support Plan
- Number present at time:
- Number engaged to date:
- % Successful to date:
- % Failing to date:
- % Ready to read:
- Fidelity measure:
- Attendance report (start and end of day):
- Fidelity adequate?:

### Academic Focus
- Number present at time:
- Number engaged to date:
- % Successful to date:
- % Failing to date:
- % Ready to read:
- Fidelity measure:
- Attendance, competition
- Fidelity adequate?:

Document 212
**Intervention Team Meeting**

**Document Practice**

---

### Intervention Team Meeting Minutes: PCOE

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Team Lead</th>
<th>Minutes Taken</th>
<th>Time Keeper</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/18</td>
<td>3:00-4:00</td>
<td>Tammy</td>
<td>Runi</td>
<td>Runi</td>
<td>Kari</td>
</tr>
<tr>
<td>10/19</td>
<td>3:00-4:00</td>
<td>Online</td>
<td>Kari</td>
<td>Kari</td>
<td>Runi</td>
</tr>
</tbody>
</table>

### Teams Members:

- Luke
- Dona
- Mike
- Tammy
- Laura
- Ruth

### Team Purposes:

1. Identify & select student in need of Tier II-III supports
2. Coordinate implementation of Tier II-III supports & supports
3. Establish & facilitate individual support teams as needed
4. Monitor systems & interventions for fidelity of implementation
5. Monitor overall status of student progress towards goals.

### Agenda Items:

1. **Current Agenda Item:**
   - Review agenda items for next meeting.
   - Review previous meeting notes.
   - Discuss tier 1-2 TFI at next meeting.

2. **Current Agenda Item:**
   - Review and discuss tier 1-2 TFI at next meeting.
   - Review tier 1-2 TFI at next meeting.

---

**Google Activity Answer Review**

---

**Productivity in class**

- **Fading to self-management**
  - Take Tier 1-2 TFI at next meeting.

---

**Todo List**

- Review tier 1-2 TFI at next meeting.
- Review tier 1-2 TFI at next meeting.
- Review tier 1-2 TFI at next meeting.
Training Objectives

Teams will:

• Learn core features of Tier 2 and connections to Tier 1
• Understand the role/function of an Intervention Team
• Identify current Tiered Supports at your site
• Create Data Decision Rules and Refine the RFA Process
• Begin to build an Intervention Inventory
Please a minute to fill out our Feedback Form!

Feedback
https://forms.gle/55JEnonMgD58pBcc7