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.ycoe.org/pbis



Who is in the room today?









Robert E. Willett Elementary









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-GuerraDifferentiation Specialist



Javier Macias

Director Student Support Services/Principal



Stephanie Groat

Director, Compliance & Accountability



Oscar Garcia

Vice Principal, Winters MS



Gurpreet Kaur

MTSS Behavior Analyst



Michael Lombardo

Executive Director, Prevention Supports & Services <u>mlombardo@placercoe.org</u>

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

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 isexton@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

Respectful	 Start and end on time. Listen actively (and without distractions). Mute yourself when not speaking.
Responsible	 Your participation will result in systems and practices that will benefit all students. Participate in live or virtual discussions and activities. Practice self care. Give your full attention.
Committed	 Expect to begin tasks that will need to be finished later. Expect committed trainers that will provide feedback and

encouragement and meet you where you are.

Tier 2 Training Sequence

Day	Content	Day	Content
1	Team Initiated Problem Solving (TIPS) Tier 1 to Tier 2 Making the Connection RFA Form & Process Tier 1 TFI & Action Planning	3	CICO Introduction CICO Point Card CICO Program Description CICO Communication Forms CICO Fading & Graduation CICO Fidelity
2	Tier 2 Introduction Intervention Meeting Process Tiered Mapping Identifying Decision Rules/RFA Process Intervention Inventory Introduction	4	CICO Problem Solving & Modifications Strong Kids/Teens Implementation Intervention Inventory Refinement Matching Interventions to Student Need Tier 2 TFI & Action Planning

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



Introduction to Tier 2 Action Plan

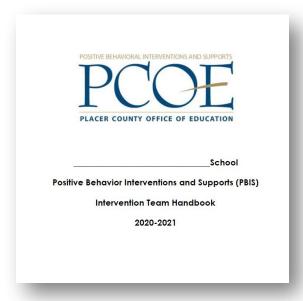
- The Tier 2 Action Plan will guide your work.
- It includes hyperlinks to every training document and example we will share.
- Be sure that you are working from the Action Plan shared with your principal by PCOE.

Return to	о Тор	2021/22 PBIS Tier 2 Action Plan		(School Name)		PCOE	
Focus	Action Item#	Action Item	Reference Documents/Links	Who	Notes	By When	Status (this data is shared with District & PCOE)
olear: Tier 1 to Tier 2	7	Create a Request for Assistance form. Add link to created RFA form(s) to "Notes" cell (three cells to the right) so Tier 2 team can easily locate it on Training Day 2.	216 Staff RFA 217 Parent RFA 218 Student RFA 219 RFA Process		Link(s) to our site's Request for Assistance Form(s):		Not started **
Tier 1 Fidelity	8	Step 1:Complete TFI items 1,1-1,15 in Google Activity Slides. Step 2: Add acrors to TFI Action Plan. Step 3: Select 1-3 Bems to improve and action plan for those items. Step 4: Link action plan in your TIPS document.	SWPBIS Tiered Fidelity Inventory TFI Action Plan (add link)				Not started ==
	9	Make a copy of the Intervention Team Handbook document, share it with team members in your shared drive. Add your school name and logo to the first page.	200 Intervention Team Handbook				Not started =
Tier 2 Foundations/ Processes	10	Create Team Purpose, Team Agreements, schedule twice monthly intervention Team meetings and assign team roles in Intervention Team Handbook.	Use your site's saved Intervention Handbook from Action Item 1.				Not started ▼
	11	Make a copy of the intervention Team Meeting Document 213 and save it to your shared drive or shared folder.	213 Intervention Team Meeting Document 212 Intervention Team Meeting Document (Example, filled in)				Not started ▼
	12	Copy and paste Intervention Team Purpose, Team Agreements, Meeting schedule and Intervention Team Members from Intervention Team Handbook to Intervention Team Meeting Form.	Use your site's saved Intervention Team Handbook and InterventionTeam Meeting document 213.				Not started **
	13	Create Data Decision Rules in Intervention Team Handbook	Use your site's saved Intervention Team Handbook. 241 Example Data Decision Rules				Not started +
	14	Locate RFA from Action item 7. Add completed RFA or link to RFA and process flowchart to your Intervention Team Handbook.	Use your site's saved Intervention Team Handbook. 219 Sample RFA Process Flowchart				Not started +



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





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.



Continuum of Decision Making



Tertiary — intensive, individualized.

1-5% of student population requires supports customized specifically for them in one or more domains

TIER 2

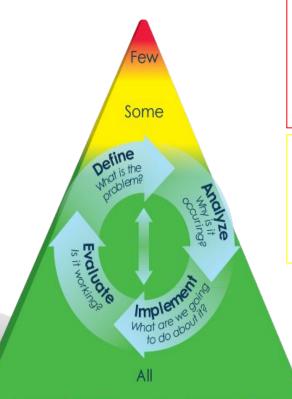
Secondary — targeted, small group.

10-15% of student population might require
Tier II supports in one or more domains

TIER 1

Universal — primary prevention.

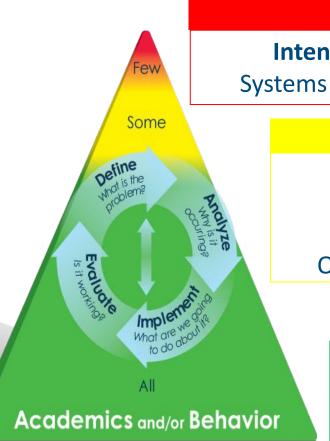
Typically meets the needs of 80% of student population



Academics and/or Behavior



Continuum of Support



TIER 3

Intensive Individualized Interventions:

Systems for Students with High-Risk Behavior

TIER 2

Targeted Group Interventions:

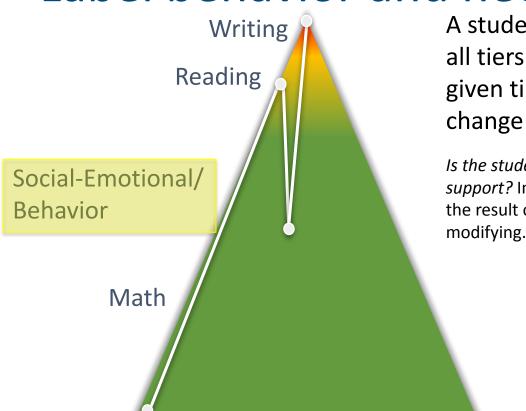
Check In Check Out
Strong Kids Curriculum
Other Targeted, Evidence Based Interventions

TIER 1

School-/Classroom-Wide Interventions:

All Students, Staff, & Settings

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

hello my name is

A Student in need of Tier 2
Support

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%?

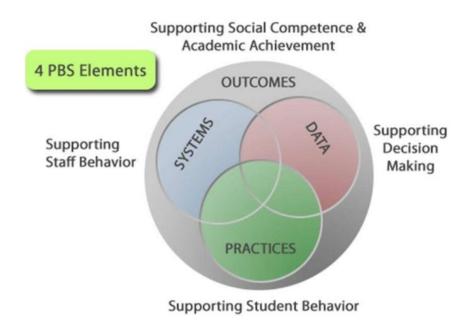
Goal:

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?



How are students identified for intervention?

How, when & who monitors student response to intervention?

How is fidelity assessed?



Practices:

Are interventions evidence based?

How can students get what they need, if not at school (community resources)?

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



Google Activity Slides

Mapping Tiered Supports

(Universal, Targeted and Individualized)

	Academics	Behavior	SEL
Tier 3 Intensive (Individualized Supports)			
Tier 2 Targeted (Group based supports)			
Tier 1 Universal Supports (All students)			



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

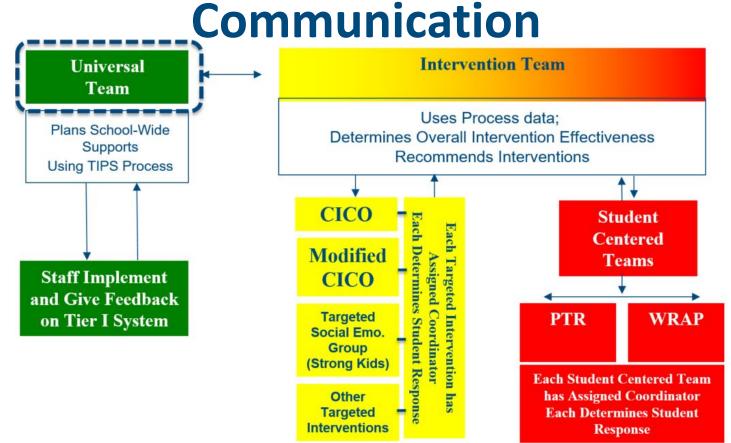
- Meets at least 1 time per month (use TIPS)
- Feedback from staff, students, and families
- Analyze school-wide data Implement solutions school-wide problems and monitor outcomes

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

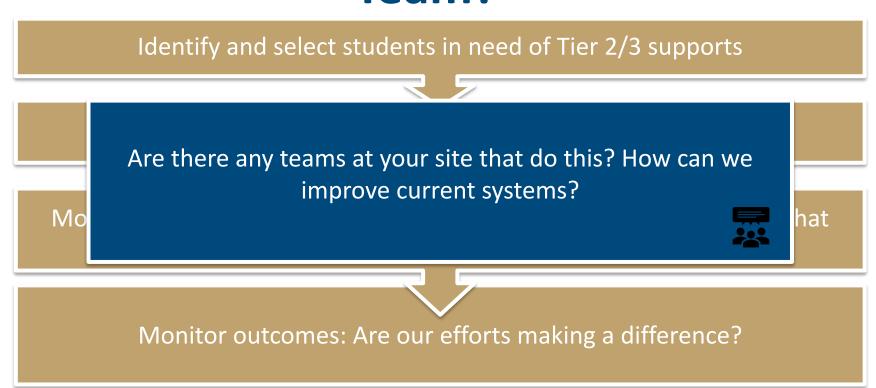


3-Tiered System of Support





What is the purpose of the Intervention Team?



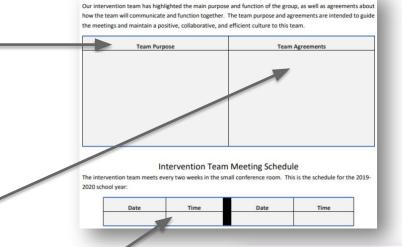
Team Meeting Foundations

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)



Team Purpose and Team Agreements

Role Name Intervention Coordinator role (if applicable) Intervention team lead Intervention team Intervention Coordinator role (if applicable) Intervention team Intervention team Intervention Coordinator role (if applicable)

Intervention Team Members
The following is our list of intervention team members for the 2019-2020 school year, as well as their roles



Intervention Team Purpose and Agreements Example

Team Purpose	Team Agreements
 Identify and select students in need of Tier 2-3 supports Coordinate implementation of Tier 2-3 systems and supports Establish and facilitate individual student support teams as needed Monitor systems and interventions for fidelity of implementation Monitor overall status of student progress towards goals 	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



Intervention Team Roles

PBIS Team Roles

Tier II/III: Intervention Team

PBIS Tier II/III Intervention Teams typically consist of 5-8 members; some team members also serve a role on the Tier I PBIS team.

Member	Typically filled by	Role & Responsibilities
Site Administrator	This should be the administrator who has primarily been involved in PBIS Tier I Team Meetings	Takes a lead in guiding problem solving & supports staff time for PBIS meetings.
PBIS District Supported Team Coach	District level staff: (same person filling Tier I Coach role) School Psychologist Counselor Teacher on Special Assignment Other	Supports the school teams that are implementing PBIS. Attends PCOE Coaches Institutes (3x per year).
Intervention Team Lead	Typically a Special Education teacher, Counselor, Social Worker or Teacher On Special Assignment	Monitors list of participating students and coordinates meeting schedule. Attends PCOE Coaches Institutes (3x per year).
Tier II Intervention Coordinator	Staff with behavior skills/counseling/psychology background. Typically a School	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.
Tier III Intervention Coordinator	Psychologist or Special Education Teacher.	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.

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.

Document 101

Team Member Responsibilities... Before, During & After meetings

	Before meeting	During Meeting	After Meeting
Intervent ion Team Lead	Collect and review Requests for Assistance. 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). 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. Ensure that staff have completed any necessary global screening tools prior to the intervention meeting.	Review agenda, time frames, & solicit feedback. Review team meeting foundations as needed. Facilitate meeting and ensure that team members are operating as efficiently as possible, staying on track, and keeping to time frames. 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). Prompt team to table any discussions about a specific student if it is going on for too long, and schedule a separate meeting if necessary. Review new requests for assistance and ensure that sufficient interventions have already been tried at the classroom level. Review global screening tools and sitewide data with the team to determine whether additional students may be in need.	Ensure that intervention meeting notes are distributed. Keep administrators and PBIS Coach informed about progress and needs. Support intervention leads if needed.
Intervent ion Coordina tors	Monitor the implementation of their assigned intervention, and provide support to staff as necessary. Collect information prior to the meeting to be able to report out on % successful, as well as who is ready to fade or graduate. For students who are not successful in their	Report out on % of students successful in each intervention, students ready to fade, students graduating, and fidelity of intervention. 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). Assess whether their assigned intervention is effective for the site as a	Schedule student-specific meetings if needed. Enroll newly-identified students in interventions. Update data tracking system with enrollment

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

PBIS Team Members

Tier II/III: Intervention Team

PBIS Tier II/III Intervention Teams typically consist of 5-8 members; some team members also serve a role on the Tier I

PBIS team.

	Member	Typically filled by	Role & Responsibilities
sks	Site Administrator	This should be the administrator who has primarily been involved in PBIS Tier I Team Meetings	Takes a lead in guiding problem solving & supports staff time for PBIS meetings.
, week or every two weeks	PBIS District Supported Team Coach	District level staff: (same person filling Tier I Coach role) School Psychologist Counselor Teacher on Special Assignment Other	Supports the school teams that are implementing PBIS. Attends PCOE Coaches Institutes (3x per year).
meets every	Intervention Team Lead/Facilitator	Typically a Special Education teacher, Counselor, Social Worker or Teacher On Special Assignment	Monitors list of participating students and coordinates meeting schedule. Attends PCOE Coaches Institutes (3x per year).
Team	Tier II Intervention Coordinator	Staff with behavior skills/counseling/psychology background. Typically a School	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.
	Tier III Intervention Coordinator	Psychologist or Special Education Teacher.	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.

Meeting Agenda Form: Intervention Team Meeting Form: Document 213

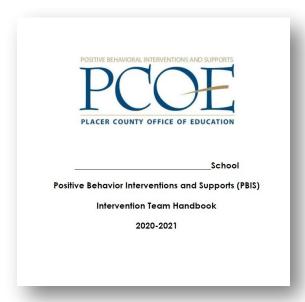
Intervention Team:

- 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 III 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

Team Purpose and Team Agreements

Our intervention team has highlighted the main purpose and function of the group, as well as agreements about how the team will communicate and function together. The team purpose and agreements are intended to guide the meetings and maintain a positive, collaborative, and efficient culture to this team.

Team Purpose	Team Agreements

Intervention Team Meeting Schedule

The intervention team meets every two weeks in the small conference room. This is the schedule for the 2019-2020 school year:

Intervention Team Members

The following is our list of intervention team members for the 2019-2020 school year, as well as their roles specific to the intervention team:

Name	Intervention Coordinator role
	(if applicable)
	Name



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:

	Date	Time (begin and end)	Location	Intervention Team Lead	Minute Taker	Time Keeper	Meeting Minutes:				
Today's Meeting Next Meeting								•	l Name		
		f name if present)	_		1						
Team Purpose:					Team Agreem	ents:					
	genda Items (Pla	e "X" to left of item af									
1.			5.				-	tems for Next Meetin	ig		
2.			6.				1.				
3.			7.	2.00			2.				
4.			8.				3.				
			0.								
em 2: Coordina		# Enrolled t			% Success	sful to date:		Coordinator:			
tem 2: Coordina Check in Check o # of Students:			o date:	# Fading:	% Success # Read Fade:		Fidelity measure:	Coordinator:	Fidelity adequate?		
em 2: Coordina Check in Check o	# Meeting		o date: ful:		# Read Fade:		Fidelity measure:	Coordinator:	adequate?		
em 2: Coordina Check in Check o # of Students:	# Meeting	% Success	o date:		# Read Fade:	y to	Fidelity measure:				
eem 2: Coordina Check in Check o # of Students: Strong Kids # of Students:	# Meeting Goal: # Meeting Goal:	% Success	o date:	# Fading:	# Read Fade: % Success # Read Fade:	y to	Fidelity measure:		adequate?		
eem 2: Coordina Check in Check o # of Students: Strong Kids # of Students:	# Meeting Goal: # Meeting Goal:	# Enrolled t % Success # Enrolled t # Enrolled t	o date:	# Fading:	# Read Fade: % Success # Read Fade:	y to sful to date: y to sful to date:	Fidelity measure:	Coordinator:	adequate?		
tem 2: Coordina Check in Check o # of Students: Strong Kids # of Students: Name of Interver	# Meeting Goal: # Meeting Goal: tion # Meeting Goal: Goal:	# Enrolled t % Success # Enrolled t # Enrolled t	to date: ful: to date: ful: to date: ful: to date:	# Fading:	# Read: Fade: % Success # Read: Fade: % Success # Read: Fade:	y to sful to date: y to sful to date: y to sful to date:	Fidelity measure: Fidelity measure: Fidelity measure:	Coordinator:	adequate? Fidelity adequate? Fidelity		

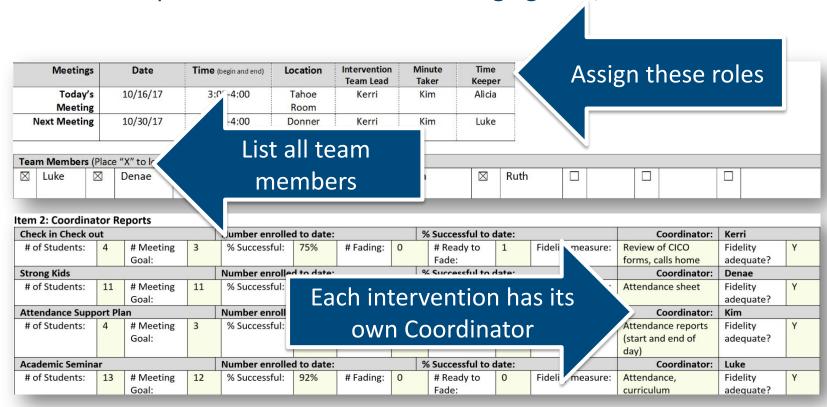
Make a copy of Document 213 and save it to your team drive or shared folder. Action Item 11.

	Not Needed Not started In progress Done Not Needed Not started In progress Done Not Needed Not started In progress Done Not Needed Not started Not started Not started Not started Not started Not Needed Not started Not Needed Not Neede	itudent	Intervention		lentified Prob & Supporting I		Response Actions & Next Steps	Who?	w	By hen?	Goal & Timelin	e Follow-up
	In progress Done Not Needed Not Need											☐ In progress☐ Done
☐ In pro☐ Done	In progress Done Not Needed											☐ In progress☐ Done
	r if intervention is successful or if student will be provided with a different intervention Intervention Supporting Data Fade Response Actions & Next Who? Who? Who? Who? In progress Done Not Nateded Referrals to Intervention Team											☐ In progress☐ Done
Student Intervention Supporting Data or Graduate Steps Who? when? \(\square\text{ Not started} \)	Done Not Needed											
☐ In progress ☐ Done	Referrals to Intervention Team	Student	t Inter	ventic	on	Supporting Data			Next	Who		0.0000000000000000000000000000000000000
		n 5. New I ible source dard proce	Referrals to I	nterv teache l, asses	ention Team er nomination ssment, deter Referral	n , Request for Assista mination within 48 Referral sou	or Graduate ance form hours, parent/student not rce Res	Steps ification, parent/studen ponse Actions	t introduc	ction, begi	when?	☐ Not started ☐ In progress ☐ Done
Student Grade 1/N Date & relevant information & Riext Steps Who? When? Goal & Timeline Not started In progress Done	□ In progress	n 5. New I ible source dard proce	Referrals to I	nterv teache l, asses	ention Team er nomination ssment, deter Referral	n , Request for Assista mination within 48 Referral sou	or Graduate ance form hours, parent/student not rce Res	Steps ification, parent/studen ponse Actions	t introduc	ction, begi	when?	Not started In progress Done Not Needed Not Needed Not Started In progress Done Not Started In progress Done Done Not Started No

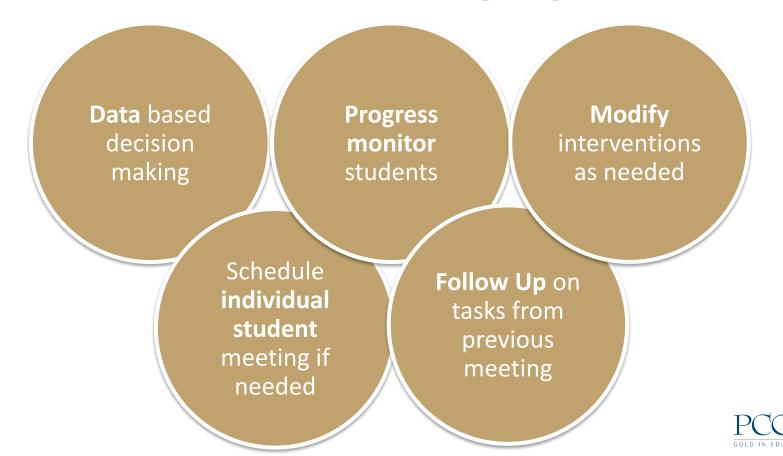
Allows for a step by step process for team facilitation and decision making

Here's what it will look like filled in...

From example Intervention Team meeting agenda, Document 212



Intervention Meeting Agenda



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."

Check in Check out	\	# Enrolled to date:	\	% Successful to date	11	Coordinator:	
# of Students:	#Meeting Goal:	% Successful:	# Fading:	# Ready to Fade:	Fidelity measure:		Fidelity adequate?
Strong Kids	The state of the s	# Enrolled to date:		% Successful to date	!!	Coordinator:	711
# of Students:	# Meeting Goal:	% Successful:	# Fading:	# Ready to Fade:	Fidelity measure:	,	Fidelity adequate?
Name of Intervention		# Enrolled to date:		% Successful to date	:	Coordinator:	
# of Students:	# Meeting Ggal:	% Successful:	# Fading:	# Ready to Fade:	Fidelity measure:		Fidelity adequate?
Name of Interventi	on	# Enrolled to date:		% Successful to date	:	Coordinator:	
# of Students:	#Meeting Goal:	% Successful:	# Fading:	# Ready to Fade:	Fidelity measure:		Fidelity adequate?

First Attendance and Review Agenda

Meetings	Date	Time (begin and end)	Intervention Lead	Minute Taker	Time Keeper
Today's Meeting	10-16-17	3:00-4:00pm	Kerri	Kim	Alicia
Next Meeting	10-30-17	3:00-4:00pm	Kerri	Kim	Alicia

Intervention Team Meeting Minutes: PCOE

2	Luke	×	Denae	×	Mike		Ŋ	\boxtimes	Laura	×	Ruth				
2.7						-	Che		3	46	E		8 4	8	
en			ida Items (Pl		to left of it	em after co	plex		See to the		(10i-				
ŀ			nda (2 min.) r Reports (15				5. <u>N</u>	Sys.		vention to rfo/Issues	eam (10 min. s (5 min.)	.) Agend 1.	a Items for Next	weeting	
İ	☑ Prob	lem So	lving & Actio	n Plani	ning (15 min	.)	/ 7. O		Sent			2.			
		ng and	Graduation	(3 min.))		8 17					3.			
1	-	-	_	-	_		evi		DQ _a	,	_	_	_		
							Pen	3							
								86h							
									(PD)						

Team Meeting Foundations

-		fficient culture to this team.	
Team Purp	ose	Team Agre	eements
Ir	Itervention Team	Meeting Schedule	
		Meeting Schedule	he schedule for the 2

Intervention Team ntervention Meetings Date Time (begin and end) Location **Meeting Minutes:** Taker Lead Keeper Today's **School Name** Meeting **Vext Meeting** Team Members (Place "X" to left of name if present) Team Purpose: Feam Agreements:

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



Intervention Team Members

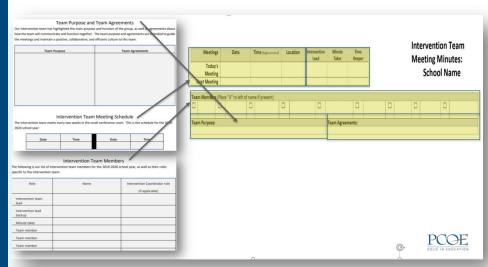
The following is our list of intervention team members for the 2019-2020 school year, as well as their roles specific to the intervention team:

Role	Name	Intervention Coordinator role
		(if applicable)
Intervention team lead		
Intervention lead backup		
Minute taker		
Team member		
Team member		
Team member		

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.





Tier 2 Team Meeting Form Steps

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.



OUTCOME DATA:

Are we doing what we said we would do?

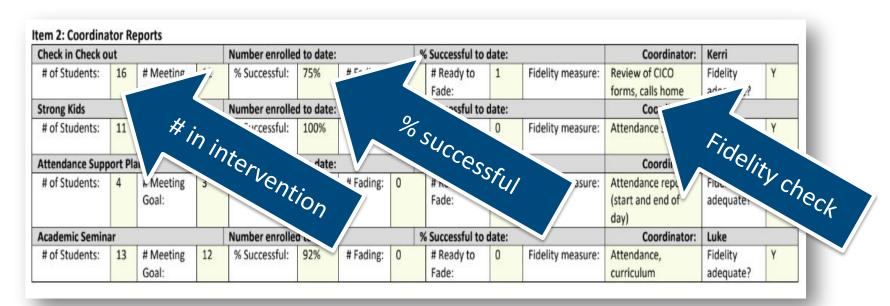
- Tier 2 Action Plan
- PBIS Tiered Fidelity Inventory
- Fidelity tools for each intervention (e.g., CICO-Fidelity Checklist)

Are the interventions helping students be successful?

- # of students referred
- # of students responding
- Data based decisions for fading/increasing interventions



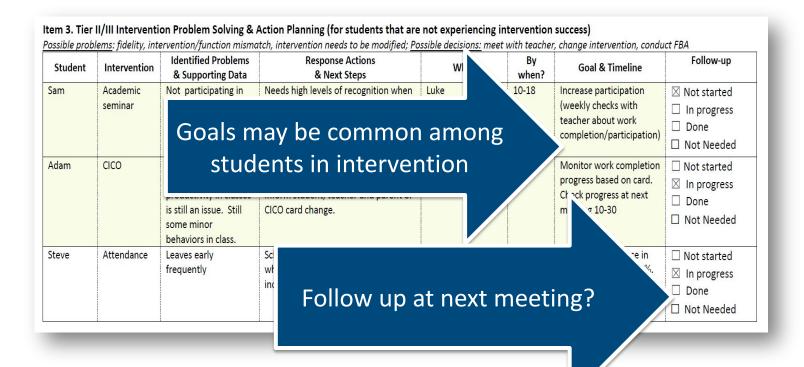
Item 2 ☐ Systems Overview: Overall (Tier 2) Systems Update



Coordinators should ideally come to the meeting prepared with the data for their assigned intervention.

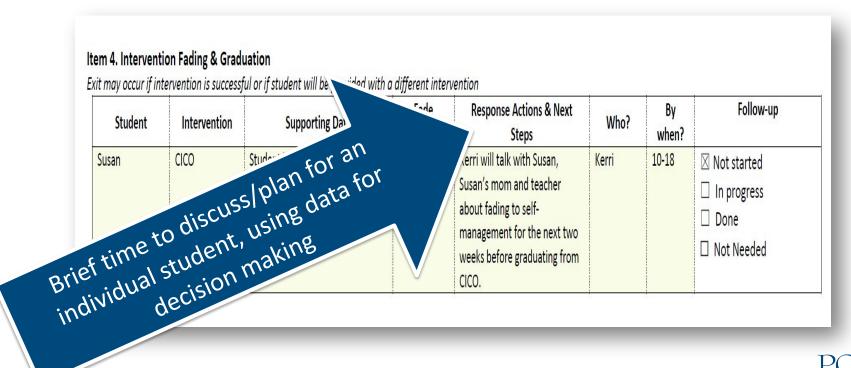


Item 3 Intervention Problem Solving





Item 4 Intervention Fading and Graduation

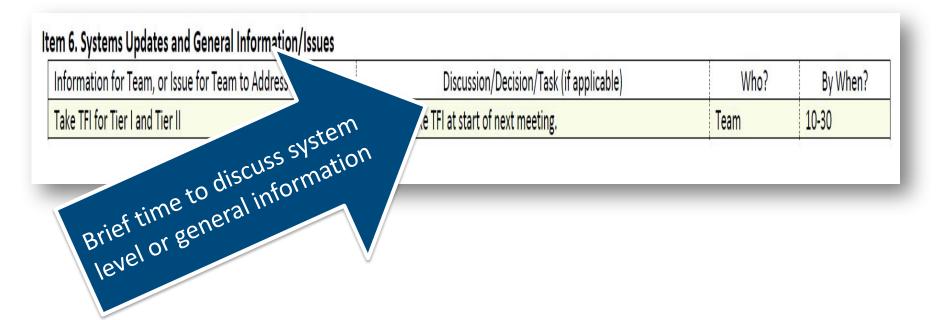




Item 5 New Referrals to Interventions Team

5			& Next Steps	Who?	When?	Goal & Timeline	
			Jane will start CICO after Kerri contacts mom and teacher. Kerri	Kerri		Kerri will meet with student on 10-16-20 to	☑ Not started☐ In progress☐ Done
scuss	igey, Ib _{la} ,	ζ,					Documen
ualsu	cisio	ource of formation	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Follow-up
aking		ther has tried ass but, has not al. Jane has had 4 als for defiance and 3	will call mom today and talk to teacher about CICO today.			CICO tentatively will start on 10-	☐ Not Needed
	scuss ual st for de laking	scuss plan la student for decision laking	source for decision for decision for decision for decision formation fher has tried for defiance and 3 fals for defiance and 3 fals for disruption and defia an ealso has difficulty	formation & Next Steps ther has tried will call mom today and talk to	Scuss plan Jal student, Jal student, Jal source nformation Source nformation A Next Steps Who? SCUSS plan Idal student, Idal st	SCUSS plant, source Response Actions Who? By Goal & Timeline will call mom today and talk to teacher about CICO today. Source nformation will call mom today and talk to teacher about CICO today. Source nformation will call mom today and talk to teacher about CICO today. Source nformation will call mom today and talk to teacher about CICO today. Source nformation will call mom today and talk to teacher about CICO today. Source nformation will call mom today and talk to teacher about CICO today. Source nformation will call mom today and talk to teacher about CICO today. Source nformation will call mom today and talk to teacher about CICO today. Source nformation will call mom today and talk to teacher about CICO today. Source nformation source nformation will call mom today and talk to teacher about CICO today. Source nformation source	

Item 6 General Information and Issues





Google Activity Slides

Intervention Meeting
Minute Document Practice
Go to google activity slides to find link to example meeting minute document.

Meetings	Date	Time (begin and end)	Location	Intervention Team Lead	Minute Taker	Time Keeper
Today's Meeting	10/16	3:00-4:00	Tahoe Room	Kerri	Kim	Alicia
Next Meeting	10/30	3:00-4:00	Donner Room	Kerri	Kim	Luke

Intervention Team Meeting Minutes: PCOE

X	Luke		Denae		Mike		Tammy		Laura	\boxtimes	Ruth				
ea	m Purpose		20	-				-	Team Agree	ments:					1
L. Id	n Purpose: lentify & select student in need of Tier II—III supports oordinate implementation of Tier II- III systems and supports								Respect - E	efore me	eting, com	plete tasks, ir	nform facilitator	of absence/tard	y, avoid
2. C	coordinate	imple	mentation	of Tier	II- III syste	ms and s	supports		side talk - [uring me	eting, avoi	d side talk, st	ay focused · Sta	art and end meet	ing on
3. E	stablish a	nd faci	litate indiv	idual s	upport tear	ms as ne	eded		time						

time
Relevance - Question fidelity of implementation - Make data based decisions based on
precision statements (what, where, when, who, why & how often)
Reality - Think about feasibility, social acceptability, & contextual fit

_			-			
er	n 1: 1	oday's Agenda Items (Place "X" to left of item after con	npleted	1):		
	\boxtimes	Review Agenda (2 min.)	5.	\boxtimes	New referrals to Intervention team (10 min.)	Agenda Items for Next Meeting
- 1	\boxtimes	Coordinator Reports (15 min.)	6.	×	Sys. Updates & Gen. Info/Issues (5 min.)	1.
	\boxtimes	Problem Solving & Action Planning (15 min.)	7.			2.
	\boxtimes	Fading and Graduation (3 min.)	8.			3.

Item 2: Coordinator Reports

4. Monitor systems & interventions for fidelity of implementation

5. Monitor overall status of student progress towards goals.

Check in Check o	ut			Number enrolle	d to date			% Successful to	date:		Coordinator:	Kerri	
# of Students:	16	# Meeting Goal:	12	% Successful:	75%	# Fading:	0	# Ready to Fade:	1	Fidelity measure:	Review of CICO forms, calls home	Fidelity adequate?	Υ
Strong Kids				Number enrolle	d to date			% Successful to	date:		Coordinator:	Denae	
# of Students:	11	# Meeting Goal:	11	% Successful:	100%	# Fading:	0	# Ready to Fade:	0	Fidelity measure:	Attendance sheet	Fidelity adequate?	Υ
Attendance Supp	ort Pl	an	(0)	Number enrolle	d to date			% Successful to	date:		Coordinator:	Kim	
# of Students:	4	# Meeting Goal:	3	% Successful:	75%	# Fading:	0	# Ready to Fade:	0	Fidelity measure:	Attendance reports (start and end of day)	Fidelity adequate?	Υ
Academic Semin	ar			Number enrolle	d to date			% Successful to	date:		Coordinator:	Luke	
# of Students:	13	# Meeting Goal:	12	% Successful:	92%	# Fading:	0	# Ready to Fade:	0	Fidelity measure:	Attendance, curriculum	Fidelity adequate?	Y

Document 212



Intervention Team Meeting Document Practice

Meetings	Date	Time (begin and end)	Location	Intervention Team Lead	Minute Taker	Time Keeper	
Today's Meeting	10/16	3:00-4:00	Tahoe Room	Kerri	Kim	Alicia	
Next Meeting	10/30	3:00-4:00	Donner Room	Kerri	Kim	Luke	

Intervention Team Meeting Minutes: PCOE

Tea	m Membe	rs (Plac	e "X" to left	of nam	ne if present)						111						
	Luke		Denae		Mike		Tammy		Laura		Ruth						
Tea	am Purpose:							Team Agreements:									
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									Respect - Before meeting, complete tasks, inform facilitator of absence/tardy, avoid side talk - During meeting, avoid side talk, stay focused - Start and end meeting on time Relevance - Question fidelity of implementation - Make data based decisions based on								
5.1	Monitor overall status of student progress towards goals.							precision statements (what, where, when, who, why & how often)									

Iter	m 1: 1	Today's Agenda Items (Place "X" to left of item after	completed	1):		
1.		Review Agenda (2 min.)	5.	\boxtimes	New referrals to Intervention team (10 min.)	Agenda Items for Next Meeting
2.		Coordinator Reports (15 min.)	6.	\boxtimes	Sys. Updates & Gen. Info/Issues (5 min.)	1.
3.	\boxtimes	Problem Solving & Action Planning (15 min.)	7.			2.
4.	\boxtimes	Fading and Graduation (3 min.)	8.			3.

Check in Check of	ut		Number enrolle	d to date:			% Successful to	date:		Coordinator:	Kerri	
# of Students:	16	# Meeting Goal:	12	% Successful:	75%	# Fading:	0	# Ready to Fade:	1	Fidelity measure:	Review of CICO forms, calls home	Fide
Strong Kids				Number enrolle			% Successful to	date:	Name and the second sec	Coordinator:	Den	
# of Students:	11	# Meeting Goal:	11	% Successful:	100%	# Fading:	0	# Ready to Fade:	0	Fidelity measure:	Attendance sheet	Fidelity adequate
Attendance Supp	ort PI	an		Number enrolle			% Successful to	date:		Coordinator:	Kim	
# of Students:	4	# Meeting Goal:	3	% Successful:	75%	# Fading:	0	# Ready to Fade:	0	Fidelity measure:	Attendance reports (start and end of day)	Fidelity adequate?
Academic Semin	ar			Number enrolle	d to date:			% Successful to	date:		Coordinator:	Luke
# of Students:	13	# Meeting	12	% Successful:	92%	# Fading:	0	# Ready to	0	Fidelity measure:	Attendance,	Fidelity adequate?

Google Activity Answer Review



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





