

## Tier 2/3 Team Meeting Minutes

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

<b>Item 1: Today's Agenda Items</b> (Place "X" to left of item after completed):															
1.	<input type="checkbox"/>		5.	<input type="checkbox"/>		<b>Agenda Items for Next Meeting</b>									
2.	<input type="checkbox"/>		6.	<input type="checkbox"/>		1.									
3.	<input type="checkbox"/>		7.	<input type="checkbox"/>		2.									
4.	<input type="checkbox"/>		8.	<input type="checkbox"/>		3.									

**Item 2: Coordinator Reports**

Check in		Check out		# Enrolled to date:				% Successful to date:				Coordinator:	
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:		Fidelity adequate?	
Strong Kids				# Enrolled to date:				% Successful to date:				Coordinator:	
# 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 Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:		Fidelity adequate?	
Name of Intervention				# Enrolled to date:				% Successful to date:				Coordinator:	
# of Students:		# Meeting Goal:		% Successful:		# Fading:		# Ready to Fade:		Fidelity measure:		Fidelity adequate?	

**Item 3. Tier 2/3 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, and 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

**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

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

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 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?
2. In general, did we do a good job of **tracking** whether we are completing the tasks we agreed upon at previous meetings?
3. In general, have we done a good job of actually **completing** the tasks we agreed upon at previous meetings?
4. In general, are the completed tasks having the **desired effects** on student behavior?

Our Rating		
Yes	So-So	No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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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CICO Quick Fixes			
Set up and Structure	Materials and Processes	Knowledge and Skills	Motivation
<ul style="list-style-type: none"> <li>• Provide rationale for student or staff.</li> <li>• Re-train CICO process student or staff.</li> <li>• Provide cues/reminders for student or staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Make necessary materials available and organized.</li> <li>• Arrange environment/schedule to support the intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Have student/ staff describe or model their CICO role.</li> <li>• Determine if student has foundational skills to learn how to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Check fidelity of performance feedback.</li> <li>• Make sure data/effects and outcomes are shared with student and staff.</li> </ul>

<ul style="list-style-type: none"> <li>• Make goals clear and attainable. Link goal to the task/intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline process in a logical efficient manner.</li> <li>• Eliminate obstacles that keep student or staff</li> </ul>		<ul style="list-style-type: none"> <li>• Find out if CICO is causing frustration.</li> <li>• Find out if completion of CICO is competing with other behaviors, opinions, or motives.</li> </ul>
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**CICO Modifications**

<ul style="list-style-type: none"> <li>• Check in &amp; out with peer (graduate/alumni club)</li> <li>• Provide incentives that provide opportunity for peer attention (hero procedure)</li> <li>• Change incentives to match gaining access to items or activities</li> <li>• Breaks are better card</li> <li>• Individualize card</li> </ul>
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