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| **Meetings:** | **Date/Time:** | **Team Lead:** | **Recorder:** | **Data Analyst:** | **Communicator:** | **Time Keeper:** | **CICO Coordinator:** |
| Today’s Meeting |  |  |  |  |  |  |  |
| Next Meeting |  |  |  |  |  |  |  |

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| **Tier II/III Team Members** (Place “X” to left of name if present) |
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| **Today’s Agenda** (Place “X” to left of item after completed) | Agenda Items for Next Meeting: |
|  | Review agenda (2 min) |  | New referrals to Tier II (10 min)  |  |
|  | Celebrations (3 min) |  | Tier II problem solving and action planning (15 min) |  |
|  | Review previous meeting’s tasks (5 min) |  | New Referrals to Tier II (10 mins) |  |
|  | Administrative/General issues (5 mins) |  | Tier III problem solving and action planning (15 min) |  |

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| **Administrative/General Information and Issues** |
| Issue/Information | Discussion/Decision/Task | Who? | By When? |
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| **Tier II Intervention Summary** |
| Number of students enrolled in Tier II: |  |
| Number of students enrolled in CICO:  |  |
| Number of students enrolled in CICO who are meeting their daily goal: |  |
| Number of students enrolled in CICO who are not meeting their daily goal: |  |

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| **New Referrals to Tier II***Possible sources: ODR data, teacher nomination, attendance, academic progress, screening tools* |
| Student | Grade | IEP (Y/N) | Teacher | Referral Source & Relevant Information | Response Actions & Next Steps | Who? | By When? |
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| **CICO Problem Solving & Action Planning***Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified, reinforcer needs to be modified**Possible decisions: meet with teacher, change intervention, change reinforcer* |
| Student | Grade | IEP (Y/N) | Identified Problems & Supporting Data | Response Actions & Next Steps | Who? | By When? | Goal & Timeline | Fidelity of Imp. | Outcomes/Updates |
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| **CICO Self-Management/Fading/Graduation** *Possible decisions: continue with intervention with current goal, continue with the goal increased, teach self-management strategies, or fade intervention components* |
| Student | Grade | IEP (Y/N) | Supporting Data | Fade or Graduate | Response Actions & Next Steps | Who? | By When? |
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| **Tier III Intervention Summary** *(add rows for other Tier III interventions)* |
| Number of students enrolled in Tier III: |  |
| Number of students w/ FBA/BSP in progress:  |  |
| Number of students w/ completed FBA/BSP: |  |
| Number of students enrolled in individual counseling: |  |

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| **New Referrals to Tier III***Possible sources: ODR data, teacher nomination, attendance, academic progress, screening tools* |
| Student | Grade | IEP (Y/N) | Teacher | Referral Source & Relevant Information | Response Actions & Next Steps | Who? | By When? |
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| **Tier III Problem Solving & Action Planning***Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified, reinforcer needs to be modified**Possible decisions: meet with teacher, change intervention, change reinforcer* |
| Student | Grade | IEP (Y/N) | Identified Problems & Supporting Data | Response Actions & Next Steps | Who? | By When? | Goal & Timeline | Fidelity of Imp. | Outcomes/Updates |
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| **Evaluation of Team Meeting (Mark your ratings with an “X”)** | **Our Rating** |
|  | Yes | So-So | No |
| 1. Was today’s meeting a good use of our time? |  |  |  |
| 2. In general, did we do a good job of ***tracking*** whether we’re completing the tasks we agreed on at previous meetings? |  |  |  |
| 3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings? |  |  |  |
| 4. In general, are the completed tasks having the ***desired effects*** on student behavior?  |  |  |  |