



# Data Teaming - Tier 2+

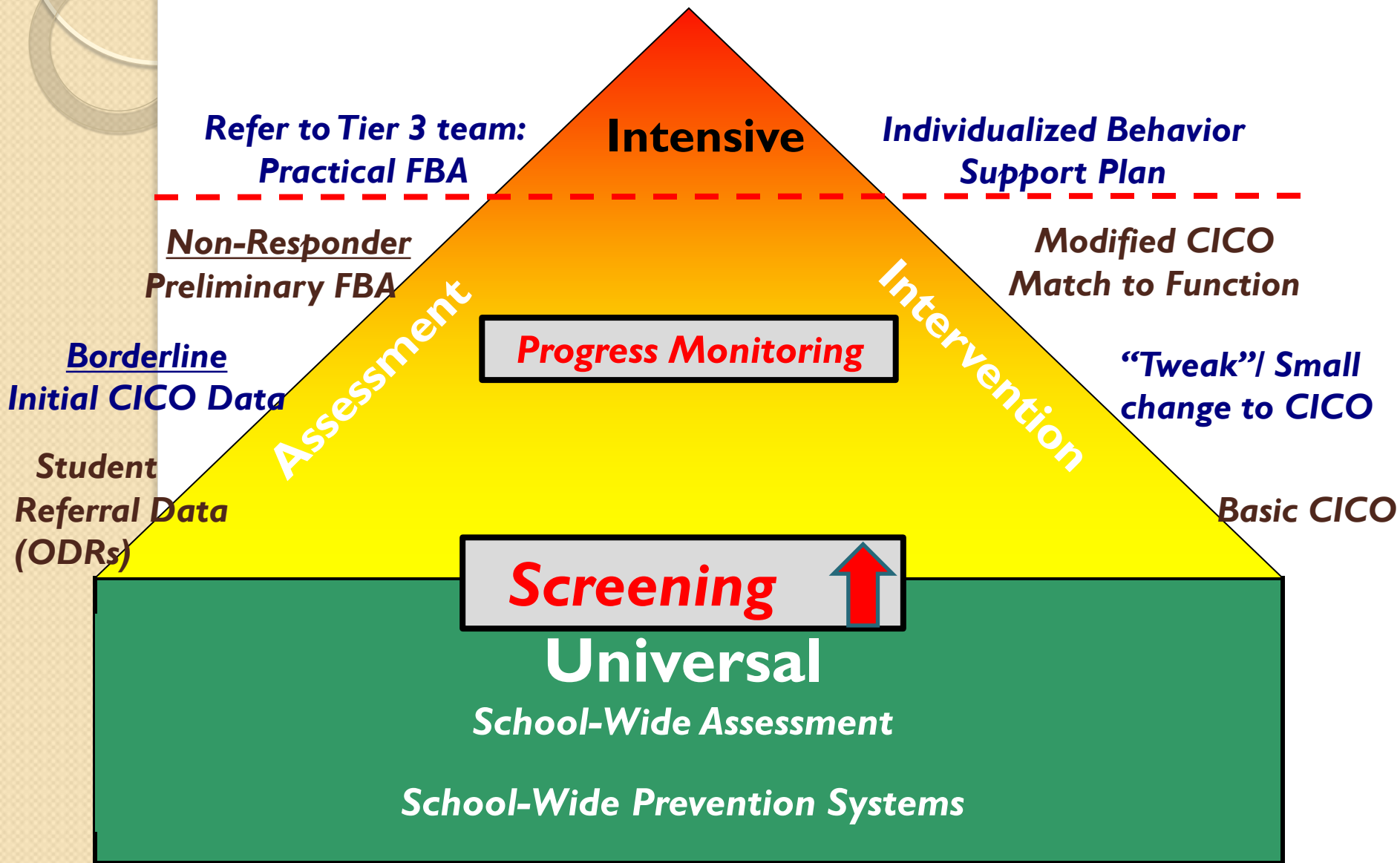
## Individual Student Behavior Support

Chris Borgmeier PhD  
Portland State University  
[cborgmei@pdx.edu](mailto:cborgmei@pdx.edu)

[www.tier2pbis.pbworks.com](http://www.tier2pbis.pbworks.com)

[www.functionbasedthinking.com](http://www.functionbasedthinking.com)

# Tier 2 Assessment & Intervention



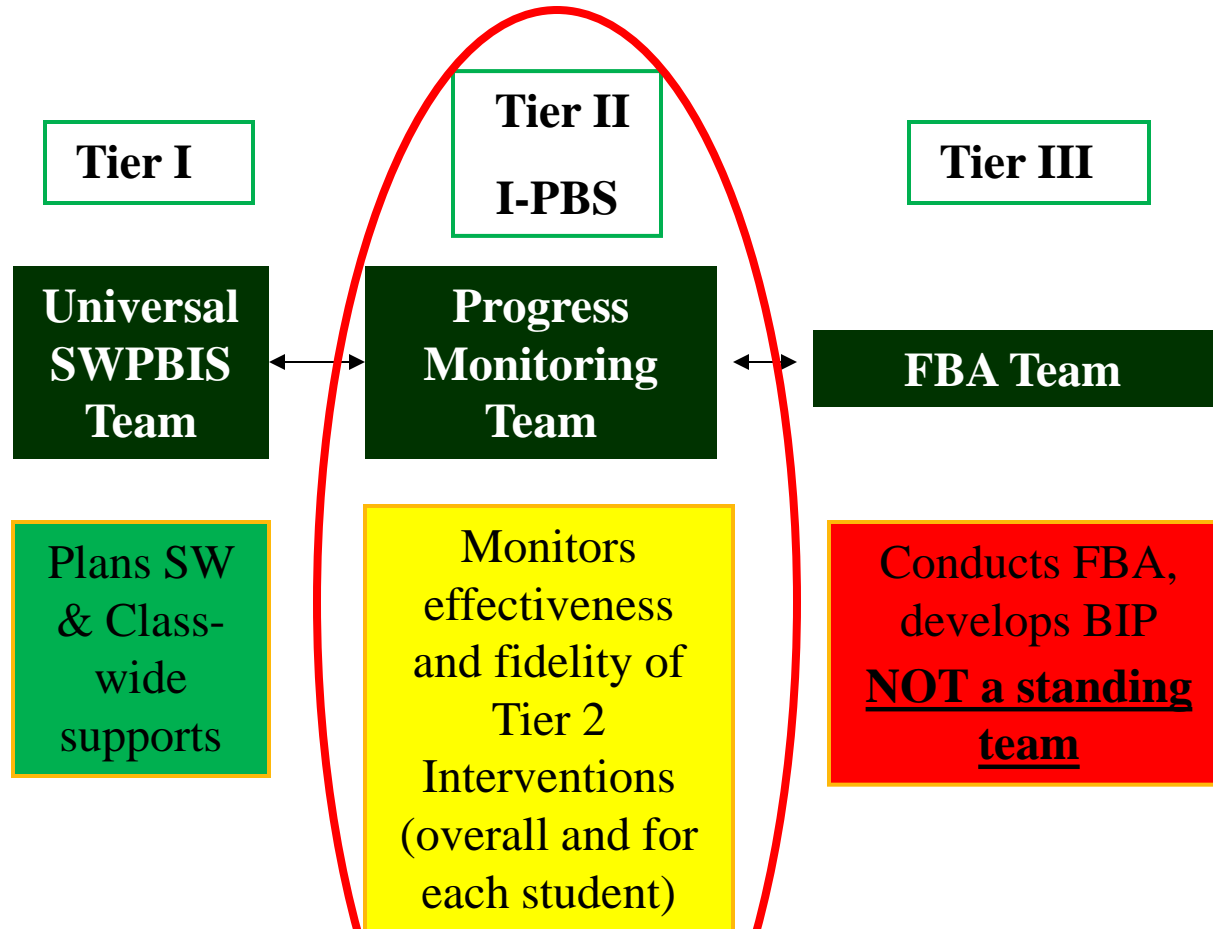
# What is the current process in your school?

- What is the current process for:
  - Identification of students requiring support for challenging behavior?
    - When & how does this occur?
  - Assessment/discussion to understand student concerns?
  - Intervention identification & implementation?
  - Data collection & monitoring student progress
- What is working with your current process?
- What are challenges?

# Individual PBIS

- Efficient Teaming Process
  - Clear roles, procedures & responsibilities
- Intervention Focused
  - Linked to Continuum of Interventions (Tier 1 → 2 → 3)
  - Try the easy things first (Tier 2 Interventions)
  - ...then Tier 3 (FBA/BSP)
- Data focused & Early Identification
  - Progress Monitoring
  - Student Identification through Systematic Screening

# Teams in a School



**Could responsibilities of an existing team (TAT/SST/etc.) be shifted?**

# Teams in IPBS Schools

- **IPBS Team (Tier 2)**

- **Meets every 2 weeks**
- **Coordinates and monitors school wide behavioral interventions**
- **Analyzes data**
- **Recommends changes in interventions**

- **Tier 3 - Student centered team (FBA/BSP)**

- **Meets at least twice -- more if needed**
- **Creates a behavior support plan**
- **Determines what the intervention looks like**
- **Makes decisions about when to implement or modify an intervention**

# ***IPBS: The Big Ideas***

- ***Early Identification***
- ***Do the easy stuff first (efficiency is a major goal)***
- ***Processes are as important as practices***
- ***Use of Evidence Based Practices***
- ***Teaming is critical***
- ***Administrative support is critical***
- ***Data Based Decision Making***

# Building Level – What it Looks Like

- Building capacity without relying on 1 hero
- Team member roles during meetings – facilitator; time keeper; data bee; coordinators of interventions
- Agenda is prepared in advance and promotes efficient group processes
- Administrative buy-in/attendance
  - Creating resources
  - Attending meetings
  - Follow through with system deficiencies
  - Hiring practices



# ***IPBS Team Roles***

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

# ***Administrative Support***

- ***Attend meetings***
- ***Visible support for decision-making process of teams***
- ***Allocates resources for:***
  - ***Delivery of interventions***
  - ***Trainings in practices; meeting times***

# ***IPBS No-No's***

- ***Admiring the problem***
- ***Blaming the student***
- ***Extended discussions of intervention possibilities we cannot deliver***
  
- ***Who's my Process Monitor?***
  - ***It's time to speak up***

# Old Man & SST

I am in my happy place...

He is a handful. I was thinking he should be in my mentoring group. He would really benefit from some of that support

ISS? Wow, I hadn't thought about that. What if we started an ADHD evaluation? That would help, wouldn't it?

...know, I already gets support; he for his thinking about in-school detention.





# Progress Monitoring Meeting

Student outcomes & fidelity of implementation

Tier 2 & 3 interventions

# ***Processes***

- ***Meeting every 2 weeks throughout the year to Monitor Progress***
- ***Meeting Structure***
  - ***Template***
  - ***Project minutes for all to see***
- ***Decision Making Framework***
  - ***Flowchart***

# IPBS Meeting Template

> 1 hour meeting

Coordinator: \_\_\_\_\_ Recorder: \_\_\_\_\_  
 Time Keeper: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

ATTENDING	Name	X	Name	
Admin.			Tier 2 Coordinator	
Beh Specialist			Beh Specialist	

•Facilitator  
 •Process Monitor  
 •Notetaker

- I. REVIEW AGENDA:** Determine whether changes are needed (2 minutes)  
**II. REVIEW TASKS FROM PREVIOUS MEETING:** Document status of tasks (10 minutes)

Action	Who	When	Status
			Not started    In progress    Done    Not Needed
			Not started    In progress    Done    Not Needed
			Not started    In progress    Done    Not Needed
			Not started    In progress    Done    Not Needed

•Tier 2 Intervention Coordinator

- III. TIER 2 – TARGETED INTERVENTION SUMMARY** (15 minutes → \*\*3 minutes or less/student)
- a. Students on each targeted intervention (*Tier 2 Coordinator*)
    - i. # \_\_\_\_\_ students on CICO & # \_\_\_\_\_ students meeting goals (80% of pts; 80% of days)
    - ii. # \_\_\_\_\_ students on other Tier 2 interventions & # \_\_\_\_\_ students meeting goals
  
  - b. Students not meeting goals, determine problem and next steps **\*\* (3 minutes or less/student)**
    - i. Possible problems: Low Fidelity/ Intervention needs to be Modified / Intervention mismatched to Function of Behavior
    - ii. Possible decisions: Improve Fidelity / Change Intervention (Tweak) / Preliminary FBA to match to Intervention / Refer to Tier 3
  
  - c. Tier 2 Systems Check
    - i. Possible problems: Inconsistent Data/Low Fidelity/Low Success Rate/Limited Capacity
    - ii. Possible decisions: Train Staff/Improve Fidelity/Evaluate Interventions / Increase Capacity

Student/System	Problem	Decision/Action	Who	When

•Tier 3  
Intervention  
Coordinator(s) /  
Case Manager(s)

**IV. TIER 3 – INTENSIVE INTERVENTION SUMMARY** (15 minutes → \*\*3 minutes or less/student)

- a. Students receiving Tier 3 intervention (assigned *Behavior Specialist/Case Manager*)
  - i. # \_\_\_\_\_ students on intensive interventions & # \_\_\_\_\_ students meeting goals
- b. Students not meeting goals, determine problem and next steps
  - i. Possible problems: Low Fidelity, Intervention/Function mismatch, Intervention needs to be modified
  - ii. Possible decisions: Meet with teacher, change intervention, conduct formal FBA
- c. Tier 3 Systems Check
  - i. Possible problems: Inconsistent Data/Low Fidelity/Low Success Rate/Limited Capacity
  - ii. Possible decisions: Train Staff/Contextual Fit & Implementation Supports/Re-evaluate Function & Intervention/Access Specialist/ Increase Building Capacity (Basic FBA 2 BSP)

Student/System	Problem	Decision/Action	Who	When

**V. NEW REFERRALS TO IPBS** (10 minutes → \*\*2 minutes or less/student)

- a. Possible Referral sources:
  - i. Discipline Referral Data (decision rule?)
  - ii. Request for Assistance
  - iii. Behavior Goals added to IEP

Student	Referral source	Decision	Who	When
		Continue Monitoring Begin Tier 2 Basic Academic Formal intervention FBA assessment FBA		
		Continue Monitoring Begin Tier 2 Basic Academic Formal intervention FBA assessment FBA		
		Continue Monitoring Begin Tier 2 Basic Academic Formal intervention FBA assessment FBA		
		Continue Monitoring Begin Tier 2 Basic Academic Formal intervention FBA assessment FBA		

•Tier 2  
Coordinator

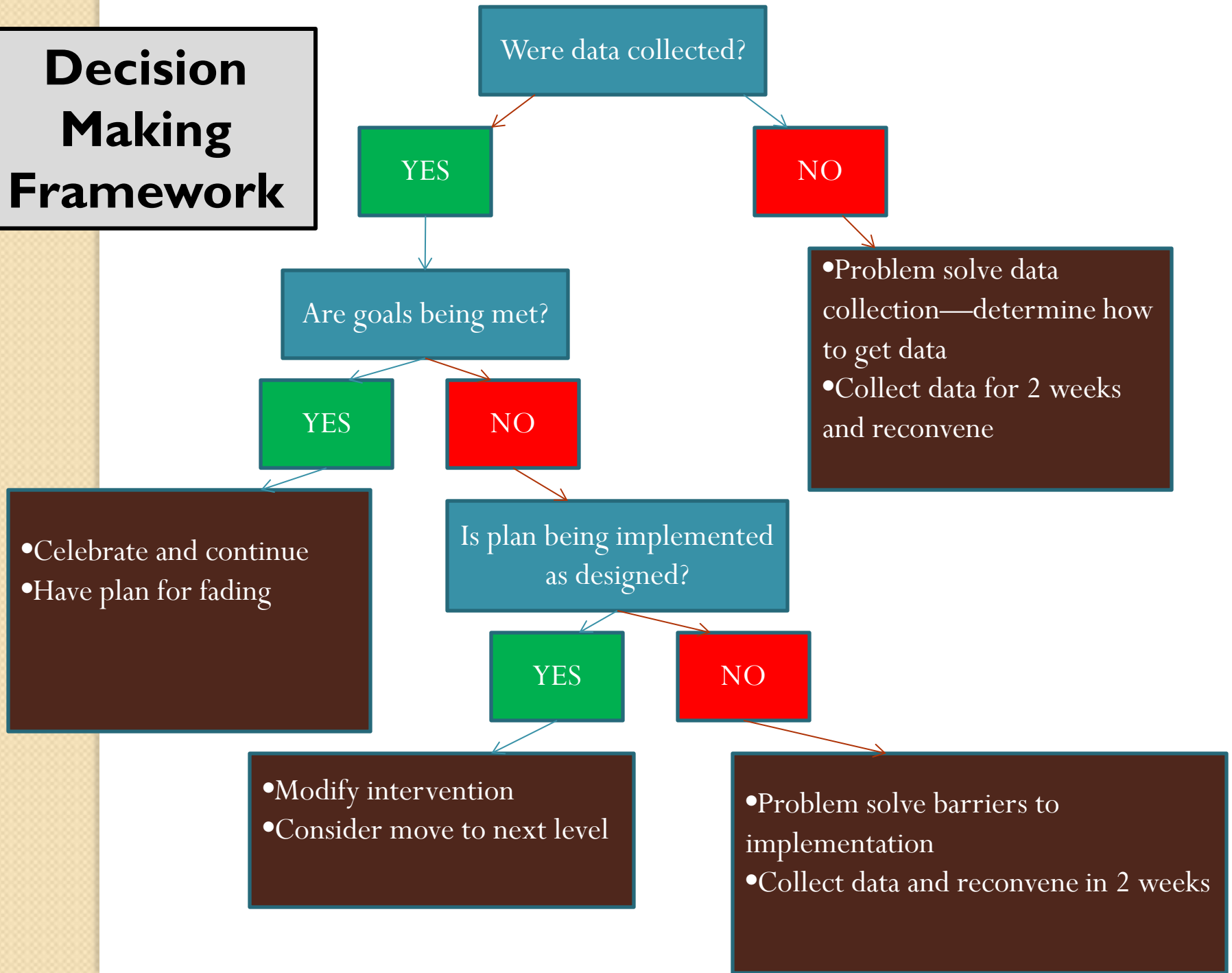
**VI. EVALUATION OF MEETING**

- 1. Was today's meeting a good use of our time?
  - 2. In general, did we do a good job of tracking & completing the tasks we agreed on at previous meetings?
  - 3. In general, are we efficient & intervention focused in our discussion of students?
  - 4. Are the completed tasks having the desired effects on student behavior?
- If some of our ratings are "So-So" or "No," what can we do to improve things?

	Our Rating (Mark w "X")		
	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 & completing the tasks we agreed on at previous meetings?			
3. In general, are we efficient & intervention focused in our discussion of students?			
4. Are the completed tasks having the desired effects on student behavior?			



# Decision Making Framework



## Intensive PBS Meeting Review

School \_\_\_\_\_ Date \_\_\_\_\_

Meeting Facilitator \_\_\_\_\_ Observer \_\_\_\_\_

1. Preview Each Section

2. Watch Corresponding Video & Score

3. Be prepared to provide feedback for each section

Yes (2)	Part (1)	No (0)	Meeting Preparation
			1. Are the right people at the meeting? <input type="checkbox"/> Administrator <input type="checkbox"/> Behavior Specialist (s) <input type="checkbox"/> Targeted Intervention manager(s) <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
<b>Review Action Items</b>			
			4. Reviewed Action Items & tasks assigned at previous meeting
<b>Progress Monitoring – Secondary Interventions</b>			
			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 efficiently (< 3 minutes per student)?
<b>Progress Monitoring – Tertiary Interventions</b>			
			11. Was data prepared and reviewed to monitor progress of students receiving tertiary intervention?
			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 efficiently (< 3 minutes per student)?
<b>Screening &amp; Student Identification</b>			
			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)?
<b>Systems Monitoring</b>			
			19. Were data reviewed to identify the need, implementation fidelity and effectiveness of targeted/secondary interventions (CICO, etc.)?
<b>Meeting Follow-Up</b>			
			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?

\_\_\_\_\_ / 46 = \_\_\_\_\_ % I-PBS Meeting Score

NOTES: \_\_\_\_\_

**Strengths** 1. \_\_\_\_\_

2. \_\_\_\_\_

**Grows** 1. \_\_\_\_\_

2. \_\_\_\_\_

# 1<sup>st</sup> → Review Tasks from Last Meeting

## IPBS Meeting Template

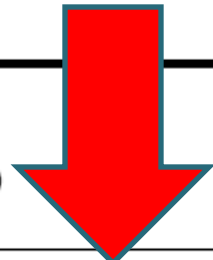
Coordinator: Moses

Recorder: Lorraine

Date: 03/07/2009

Present: Moses, Lorraine, Burt, Destiny, James, Trevor

- 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
Moses	Review CICO fidelity with Melissa (for Jackson)	By 03/01/2008	Not started   In progress   Done   Not Needed
Lorraine	Connect with Lia B. regarding training dates for FBA for next year	By 03/17/2008	Not started   In progress   Done   Not Needed
Destiny	Schedule FBAs for Tommy, Desiree, and Lynette	By 03/01/2008	Not started   In progress   Done   Not Needed
			Not started   In progress   Done   Not Needed

- III. Targeted intervention summary (15 minutes)

# IPBS Meeting Evaluation

## Intensive PBS Meeting Review

School \_\_\_\_\_ Date \_\_\_\_\_

Meeting Facilitator \_\_\_\_\_ Observer \_\_\_\_\_

Yes	No	Meeting Preparation
		1. Are the right people at the meeting? <input type="checkbox"/> Administrator <input checked="" 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

# Activity

- View the I-PBS team video
- Score the I-PBS Meeting Review sheet based on the team IPBS meeting
- Be ready to provide feedback re: the team's performance



# Tier 2 Systems

## Decision Making

# IPBS Meeting Template

> 1 hour meeting

Coordinator: \_\_\_\_\_ Recorder: \_\_\_\_\_

Time Keeper: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

ATTENDING	Name	X	Name	
Admin.			Tier 2 Coordinator	
Beh Specialist			Beh Specialist	

•Facilitator  
 •Process Monitor  
 •Notetaker

**I. REVIEW AGENDA:** Determine whether changes are needed (2 minutes)

**II. REVIEW TASKS FROM PREVIOUS MEETING:** Document status of tasks (10 minutes)

Action	Who	When	Status
			Not started   In progress   Done   Not Needed
			Not started   In progress   Done   Not Needed
			Not started   In progress   Done   Not Needed
			Not started   In progress   Done   Not Needed

**III. TIER 2 – TARGETED INTERVENTION SUMMARY** (15 minutes → \*\*3 minutes or less/student)

- a. Students on each targeted intervention (*Tier 2 Coordinator*)
  - i. # \_\_\_\_\_ students on CICO & # \_\_\_\_\_ students meeting goals (80% of pts; 80% of days)
  - ii. # \_\_\_\_\_ students on other Tier 2 interventions & # \_\_\_\_\_ students meeting goals
  
- b. Students not meeting goals, determine problem and next steps **\*\* (3 minutes or less/student)**
  - i. Possible problems: Low Fidelity/ Intervention needs to be Modified / Intervention mismatched to Function of Behavior
  - ii. Possible decisions: Improve Fidelity / Change Intervention (Tweak) / Preliminary FBA to match to Intervention / Refer to Tier 3
  
- c. Tier 2 Systems Check
  - i. Possible problems: Inconsistent Data/Low Fidelity/Low Success Rate/Limited Capacity
  - ii. Possible decisions: Train Staff/Improve Fidelity/Evaluate Interventions / Increase Capacity

•Tier 2  
 Intervention  
 Coordinator

Student/System	Problem	Decision/Action	Who	When

**Tier 2 Intervention**  
**Coordinator**  
***Review Data in Advance***  
 a) Responders  
 b) Borderline  
 c) Non-Responders

**III. Targeted intervention summary (15 minutes)**

a. Students on targeted interventions

- i. 22 on CICO
- ii. 6 on (each other intervention)

b. For each intervention

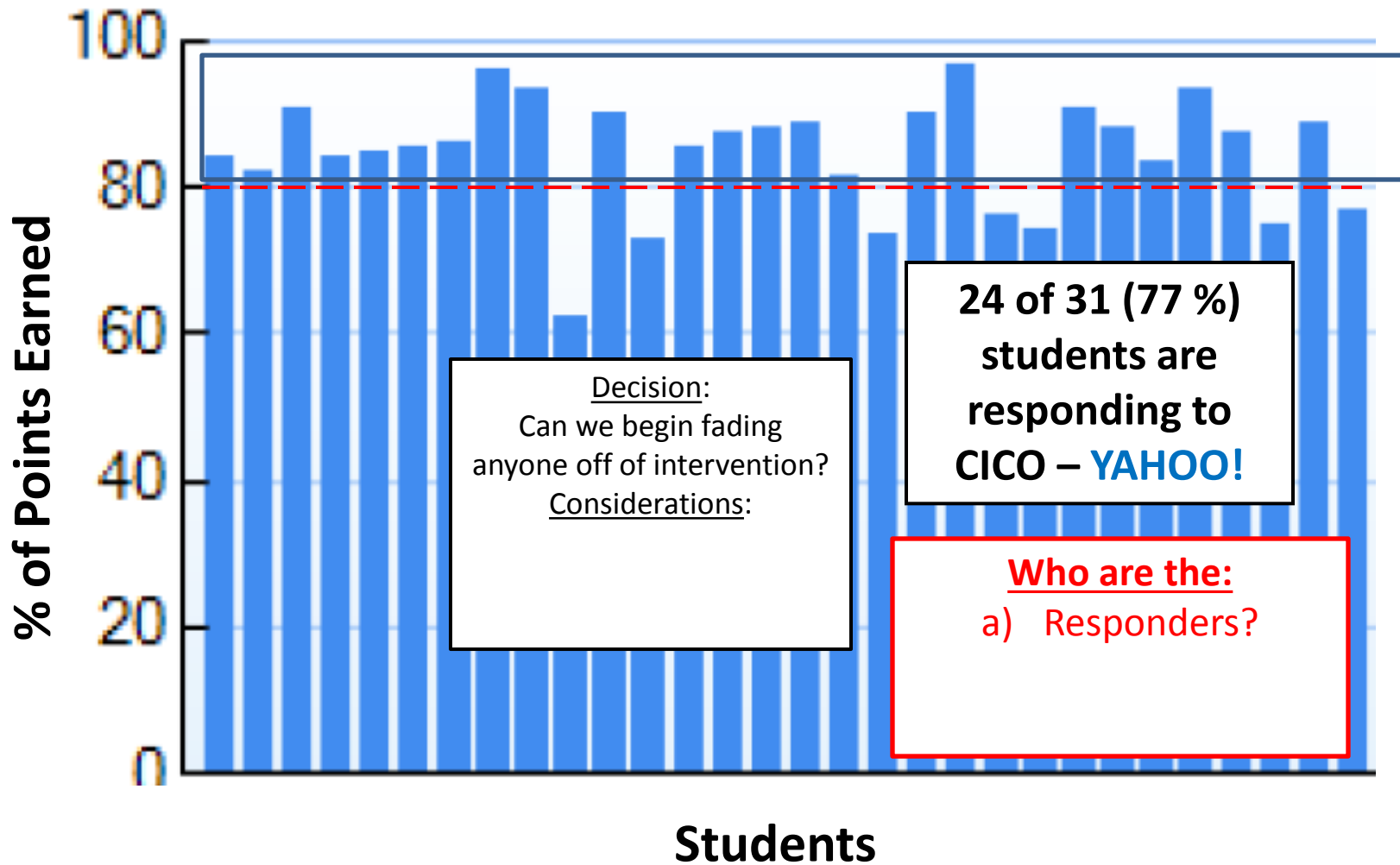
**CICO**

- i. 18 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?
Tommy	Intervention mismatch	FBA	Destiny–Completed by 03/12
Desiree	Refuses to carry card	FBA	Destiny–Completed by 03/12
Lynette	Problem behavior too extreme	FBA	Destiny–Completed by 03/12
Ashleigh	Fidelity?	Meet with teacher, review intervention	Moses to meet with Drew by 03/09



# % of Points Earned by Students on CICO in Last 2 weeks Elementary School



Dashboard | Data Entry | View Reports | Tools

### CICO - Dashboard

**CICO Enrolled Students**

Search:  Filter:  Enrolled |  Unenrolled

Enroll | Update | Reenroll | Unenroll

Student	District ID	% Goal
Brian Bender	75262	80%
Chris Black	239964	80%
Dana Jarvis	34957	80%
Serena Johnson	78434	80%

No Student Selected

Welcome to SWIS 5, Demo User

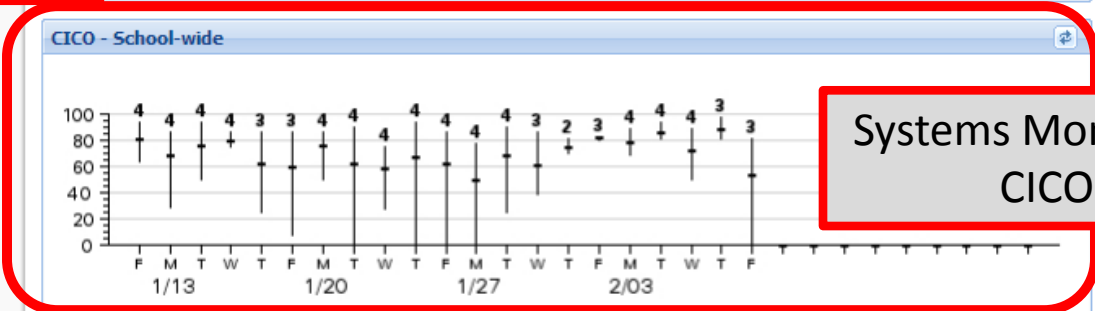
#### Student Success (Last 4 Weeks)

Student	Avg % of Points
Brian Bender	46.62%
Chris Black	82.25%
Dana Jarvis	69.79%
Serena Johnson	80.54%

**CICO-SWIS Dashboard**

**Next Question**  
**Capacity v. Scale of Impact:**  
**4 of 500 students on CICO**  
**< 1% served**

**Student Monitoring CICO**  
 2 of 4 Responders  
 Jarvis – Borderline  
 Bender – NonRespond



**Systems Monitoring CICO**

# Sample Decision Rules

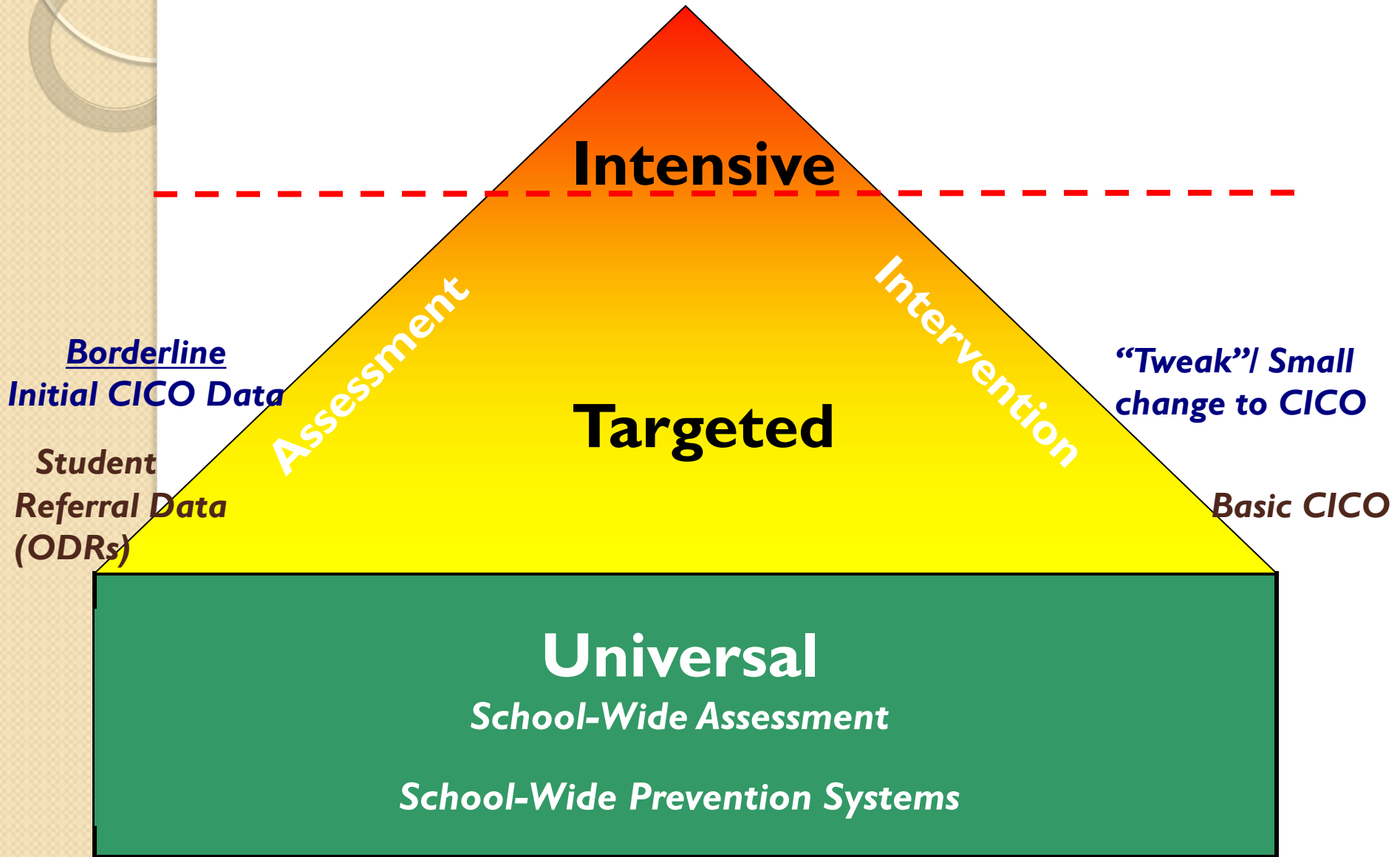
- a) Stay as is:
  - < 6 weeks of success or upward trend
  - ❖ Borderline Responder (average 70-79%) = small change to intervention
  
- b) Fading Support
  - 1) Move to Self-management
    - > 6 weeks with 4 days per week of success.
  
  - 2) Graduate off CICO
    - 4-6 weeks of success on Self-management
  
- c) Move to more intense support
  - 2 weeks without improvement



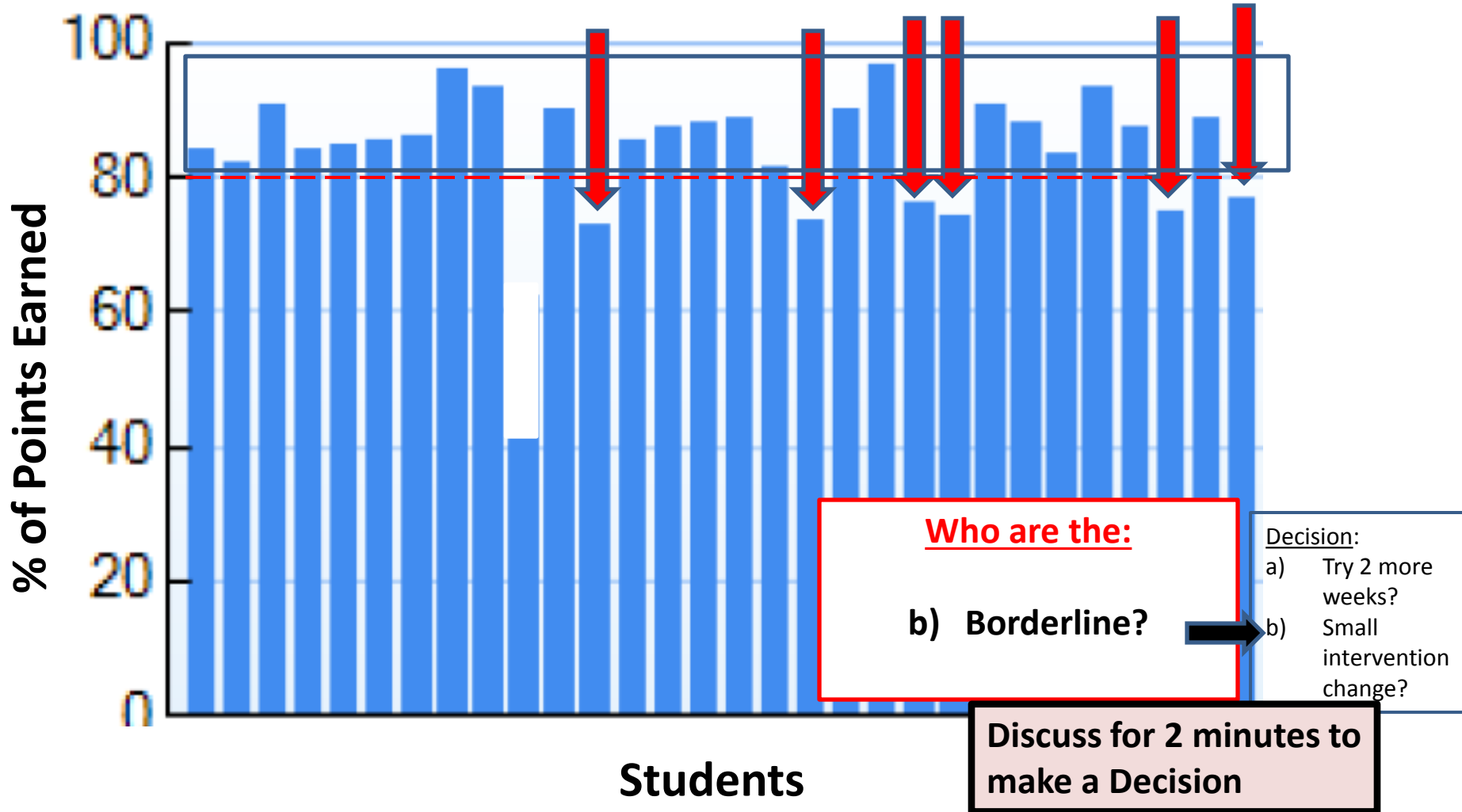
# CICO: Borderline Responders

Small Modifications or “Tweaks”

# Tier 2 Assessment & Intervention



# % of Points Earned by Students on CICO in Last 2 weeks Elementary School



### Reports

**Average Daily Points**

SWIS Demo School

Open Report

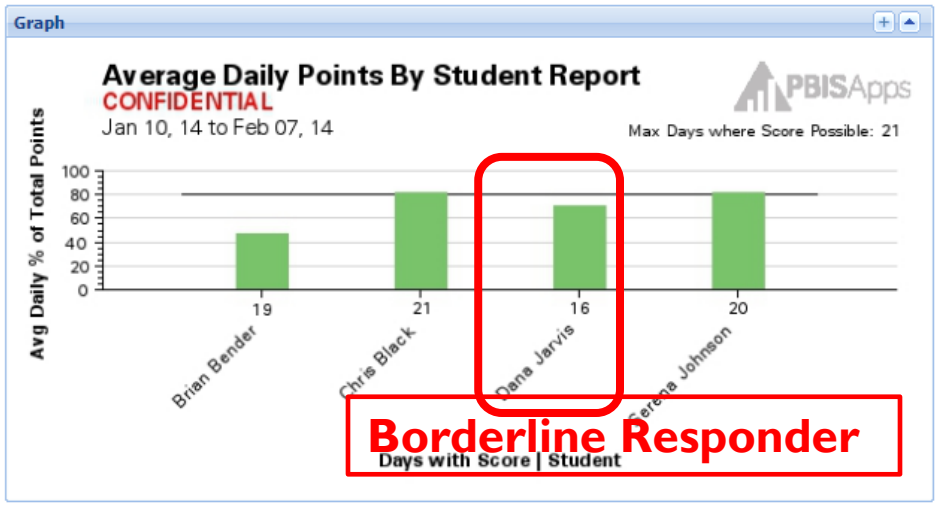
SWIS - Core Reports | SWIS - Additional Reports | CICO - Reports | Saved Reports

CICO - Student Count | CICO - School-wide | CICO - Average Daily Points

**CICO-SWIS**

**Report**  
**CONFIDENTIAL**  
Report Type:  
CICO - Average Daily Points By Student  
Generated  
Feb 7, 2014 11:43:01 AM  
**Generate** | Reset | Print

**Options**  
Start\* 1/10/14 | End\* 2/7/14  
Goal Line\* 80 %  
 Show Names  
 Show Values on the Graph  
Graph Options



**Borderline Responder**  
Days with Score | Student

**Data Table**

Student	Days of Data	Avg Daily % of Points	Distance from Goal of 80%
<a href="#">Brian Bender</a>	19	46.62%	-33.38%
<a href="#">Chris Black</a>	21	82.25%	+2.25%
<a href="#">Dana Jarvis</a>	16	69.79%	-10.21%
<a href="#">Serena Johnson</a>	20	80.54%	+0.54%

Student Count Report

Open Report

SWIS - Core Reports | SWIS - Additional Reports | CICO - Reports | Saved Reports

CICO - Student Count (1) | CICO - Student Period | CICO - School-wide (2) | CICO - Student Count (2) | CICO - Average Daily Points (2) | CICO - Student Count

**Report**

**CONFIDENTIAL**

**Report Type:**  
CICO - Individual Student Count

**Generated**  
Feb 7, 2014 12:15:10 PM

**Generate** Reset Print

**Options**

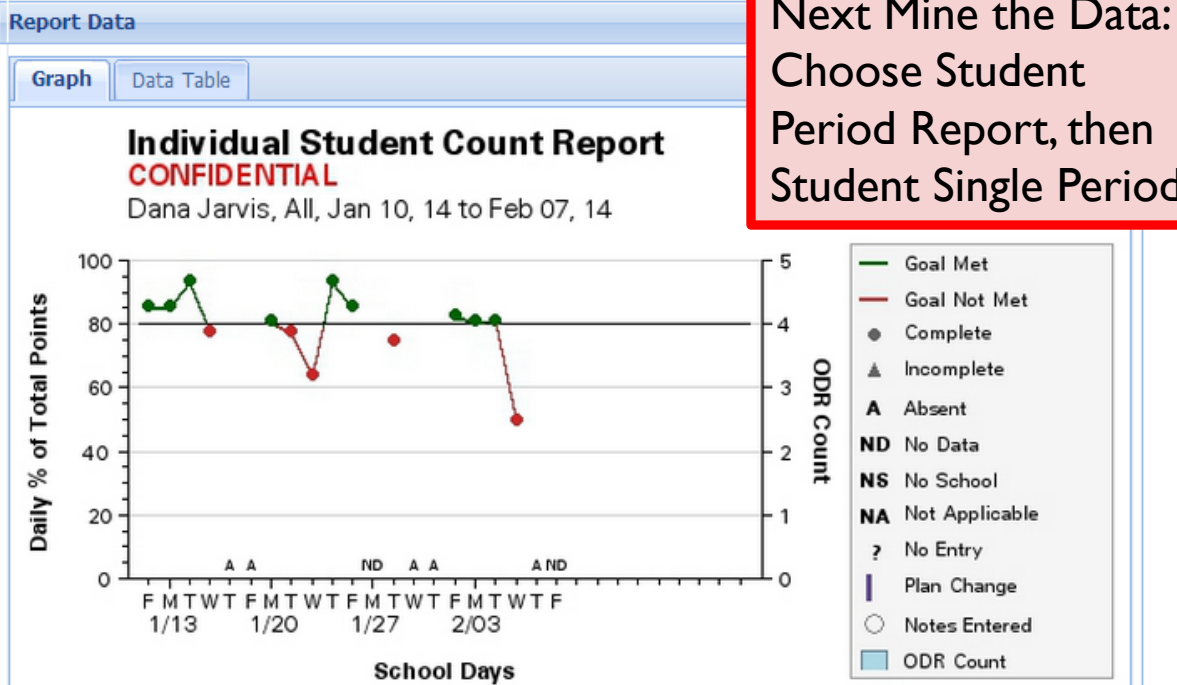
**Start\*** 1/10/14 **End\*** 2/7/14

**Student\*** Dana Jarvis

**Referral Type\*** All Referrals & Minors

**Goal Line\*** 80 %

Show Names  
 Show ODRs  
 Show Plan Changes  
 Show Notes



Next Mine the Data: Choose Student Period Report, then Student Single Period





Reports

**Student Period Report**

+ Open Report

Report

**CONFIDENTIAL**

**Report Type:**  
CICO - Individual Student Period

**Generated**  
Feb 7, 2014 12:22:24 PM

**Generate**    Reset    Print

Options

**Start\***                      **End\***  
1/10/14                      2/7/14

**Student\***  
Dana Jarvis

**Goal Line\***

80 %

- Show Names
- Show Values on the Graph

Graph Options

Graph

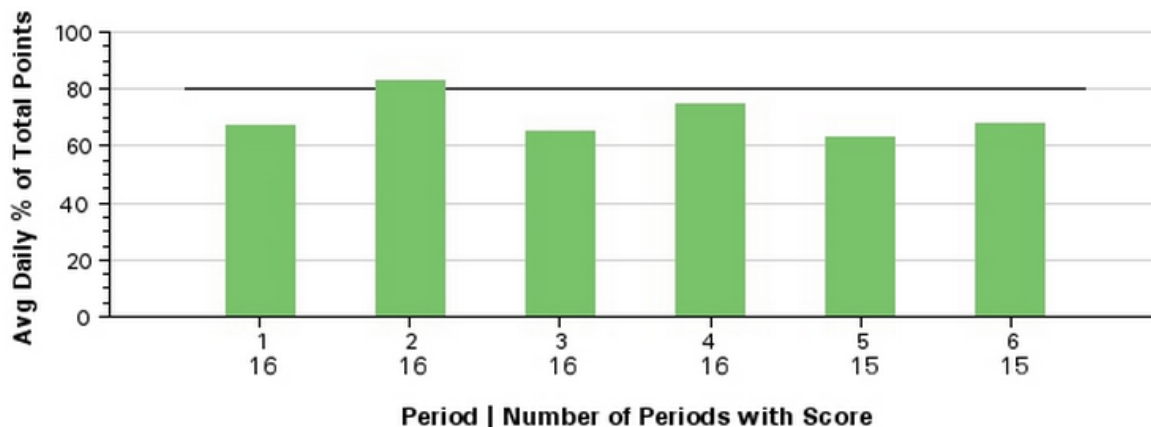
**Individual Student Period Report**

**CONFIDENTIAL**

Dana Jarvis, Jan 10, 14 to Feb 07, 14



Max Days where Score Possible: 21



Data Table

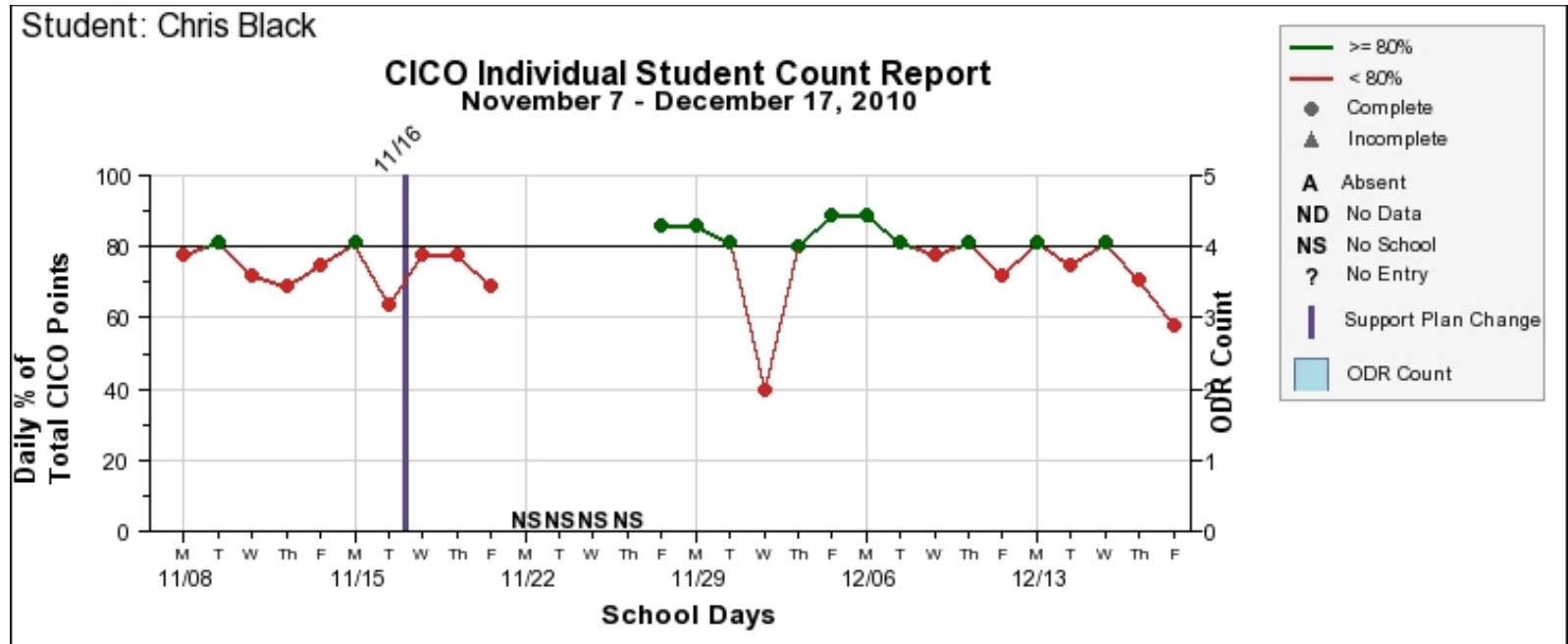
Period	Num Periods with Score	Avg Daily % of Total Points	Distance from Goal of 80%
1	16	66.67%	-13.33%
2	16	83.33%	+3.33%
3	16	64.58%	-15.42%
4	16	75.00%	-5.00%
5	15	63.33%	-16.67%
6	15	67.78%	-12.22%

# Small Changes

## “Tweaks”

- In Progress Monitoring meetings – always weighing Minutes/Kid
  - Tweaks to the plan for Borderline Responders should only take a couple of “minutes”
  - Look at initial CICO data
  - Not an extensive discussion
- Should have a menu of quick changes/ “tweaks”:
  - Change CICO mentor
  - Change incentives
  - Change/individualize goals
  - More frequent check-ins -- “Hair Club for Kids”
  - Reducing Goal temporarily – no less than 70%

# Borderline Responder



Last 3 weeks -- 10 of 16 days over 80%, **but last 8 days -- 3 of 8 days over 80%**  
“just missing”... but downward trend

## Good Candidate for a Small Change/ “Tweak”

In 2 minutes or less - Which change is most likely to work for this student?

**Change (a) CICO mentor, (b) incentives, (c) individualize goals OR  
(d) more frequent check-ins**

# Ready to Make Quick Changes

- Readiness – what needs to be ready to make these ‘quick’ changes?
  - Change/individualize goals
    - Need alternate point card readily available to individualize
  - Temporarily reduce Goals (no less than 70%)
  - Change CICO mentor
  - Change incentives
    - Individualize incentives for the student
  - More frequent check-ins
    - Add Mid-Day Check-in & incentive
    - Hair Club for Kids
    - Need an adjusted point card?

# Generic Point Card

## No time spent individualizing



**Gordon Russell Middle School**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teachers: Please indicate YES (2), So-So (1), or NO (0) regarding the student's achievement for the following goals.

Great Students	1	2	3	4	5	6
Respect Others & Property	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Make Safe & Responsible Choices	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Strive for Success	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
TEACHER INITIALS						

**Check In** = 2 point \_\_\_\_ initial

**Check Out** = 2 point \_\_\_\_ initial

Daily Goal = 80 % = 32/40

Daily Score = \_\_\_\_/40

Parent/Caregiver Signature: \_\_\_\_\_

# Individualized Point Card

## Fill in more specific behaviors



**Gordon Russell Middle School**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teachers: Please indicate YES (2), So-So (1), or NO (0) regarding the student's achievement for the following goals.

Great Students	Goals	1	2	3	4	5	6
Respect Others & Property		2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Make Safe & Responsible Choices		2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Strive for Success		2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
TEACHER INITIALS							

Check In = 2 point \_\_\_\_ initial

Check Out = 2 point \_\_\_\_ initial

Daily Goal = \_\_\_\_ % = \_\_\_\_ /40

Daily Score = \_\_\_\_ /40

Parent/Caregiver Signature: \_\_\_\_\_

# Individualized Point Card



Gordon Russell Middle School

Name: Robbie

Date: Oct. 14<sup>th</sup> 20--

Teachers: Please indicate YES (2), So-So (1), or NO (0) regarding the student's achievement for the following goals.

Great Students	Goals	1			2			3			4			5			6		
Respect Others & Property	<i>Respectfully ask for Help</i>	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Make Safe & Responsible Choices	<i>Stay in Seat</i>	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Strive for Success	<i>Worked Hard/ On Task</i>	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
TEACHER INITIALS																			

Check In = 2 point \_\_\_\_ initial

Check Out = 2 point \_\_\_\_ initial

Daily Goal = \_\_\_\_ % = \_\_\_\_/40

Daily Score = \_\_\_\_/40

Parent/Caregiver Signature: \_\_\_\_\_

# More Frequent Check-Ins

## “CICO Hair Club for Kids”

Great! 😊 = 2 pts.

OK: 😐 = 1 pt.

Hard Time: ☹️ = 0pts.

Daily Activities:	Safe			Respectful			Responsible			Staff Initials
Check In	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️	
Beginning day	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️	
Reading	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️	
After recess Activities	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️	
Check Out	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️	
Other	😊	😐	☹️	😊	😐	☹️	😊	😐	☹️	

- Teacher gives more frequent feedback by applying hair – then uses hair to inform overall score for period

- Another Alternative – Create alternate card which breaks day into smaller intervals



# IPBS Meeting Evaluation

## 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)?

# Activity

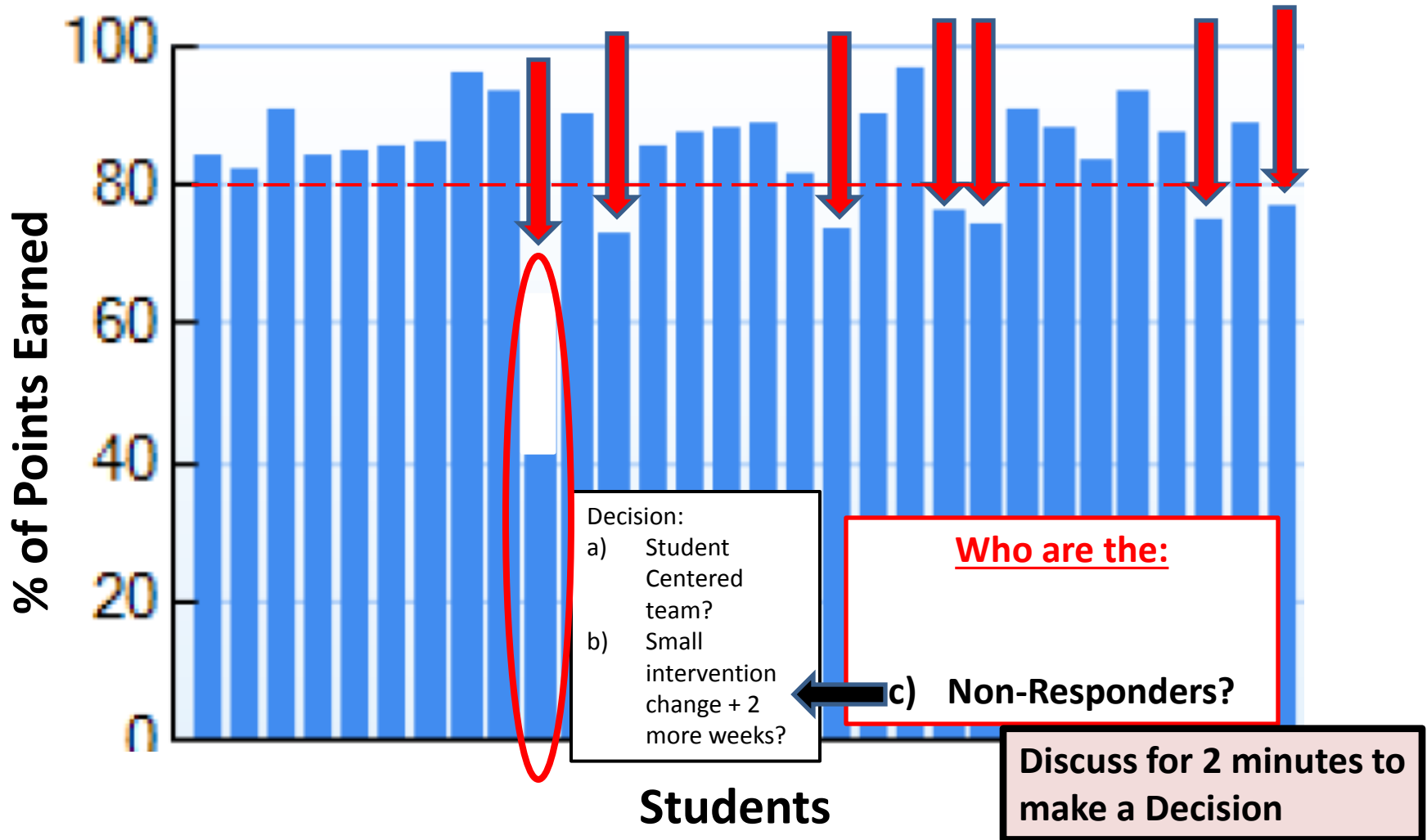
- View the I-PBS team video
- Score the I-PBS Meeting Review sheet based on the team IPBS meeting
- Be ready to provide feedback re: the team's performance



## Non-Responders

Modified (Function-Based) CICO

# % of Points Earned by Students on CICO in Last 2 weeks Elementary School



### Reports

**Average Daily Points**

SWIS Demo School

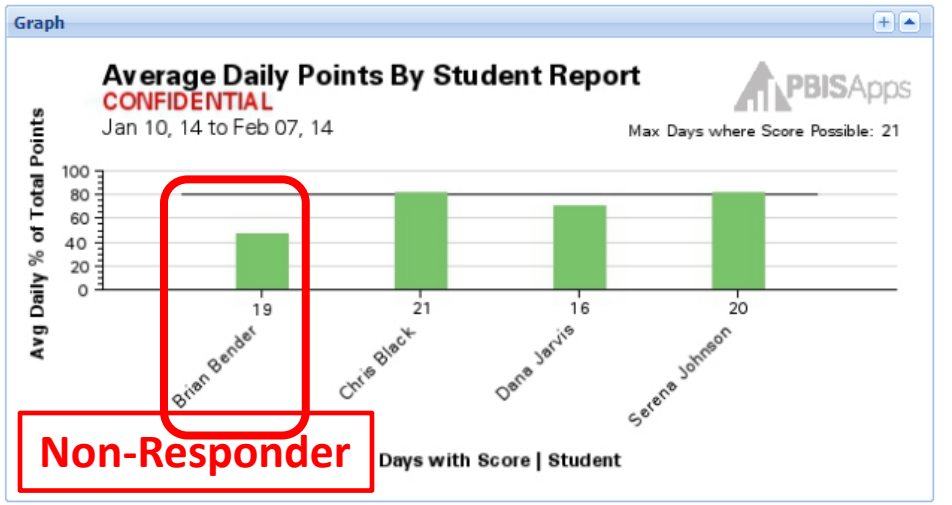
Open Report

SWIS - Core Reports | SWIS - Additional Reports | CICO - Reports | Saved Reports

**CICO-SWIS**

**Report**  
**CONFIDENTIAL**  
Report Type: CICO - Average Daily Points By Student  
Generated: Feb 7, 2014 11:43:01 AM  
Generate | Reset | Print

**Options**  
Start\*: 1/10/14 | End\*: 2/7/14  
Goal Line\*: 80 %  
 Show Names  
 Show Values on the Graph  
Graph Options

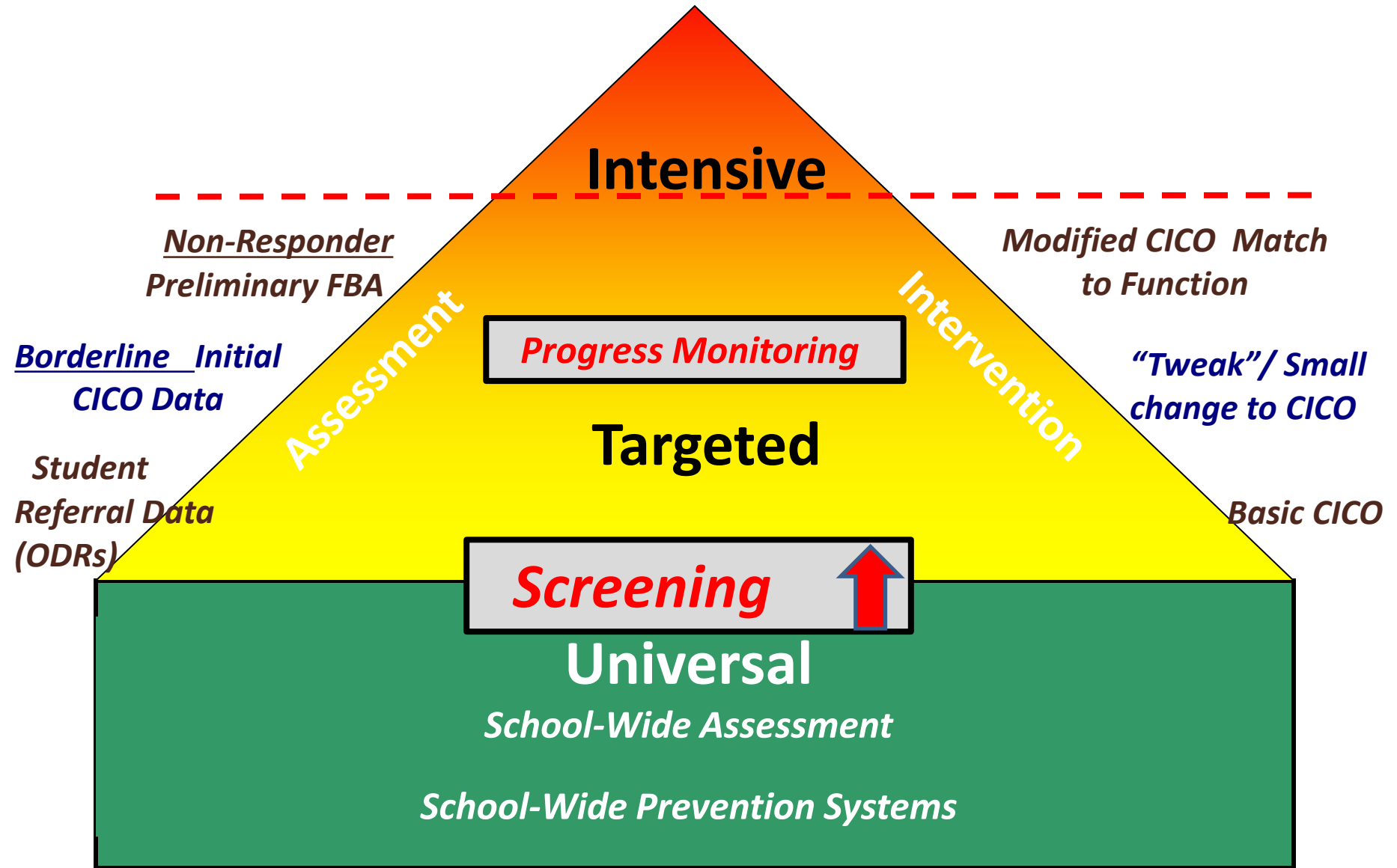


**Non-Responder**

**Data Table**

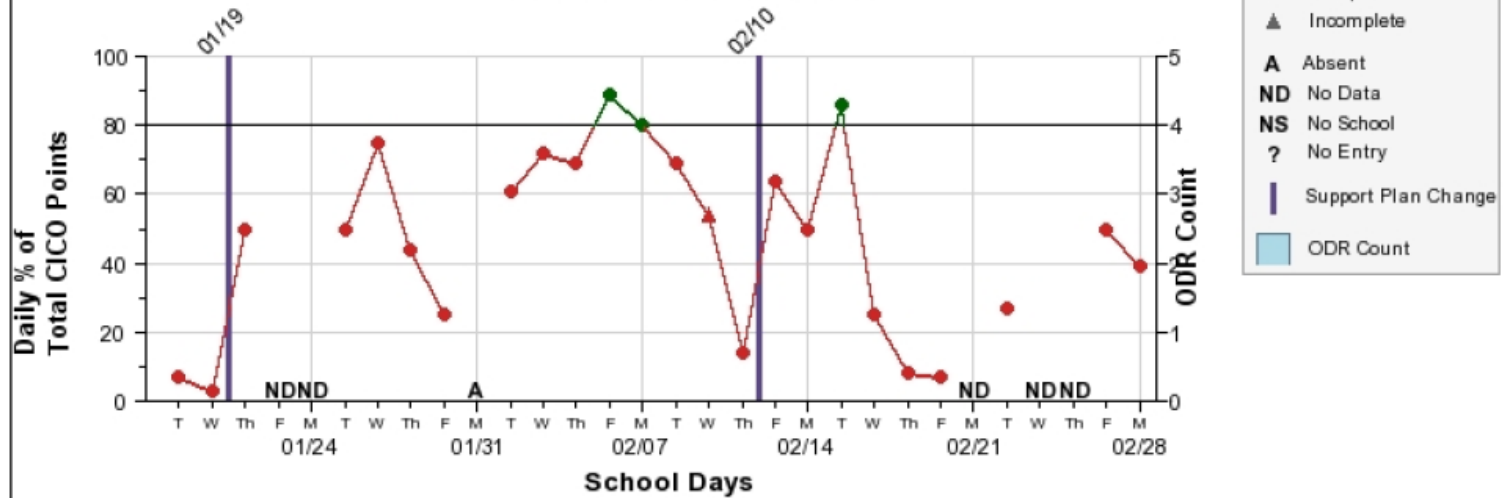
Student	Days of Data	Avg Daily % of Points	Distance from Goal of 80%
<a href="#">Brian Bender</a>	19	46.62%	-33.38%
<a href="#">Chris Black</a>	21	82.25%	+2.25%
<a href="#">Dana Jarvis</a>	16	69.79%	-10.21%
<a href="#">Serena Johnson</a>	20	80.54%	+0.54%

# Tier 2 Assessment & Intervention



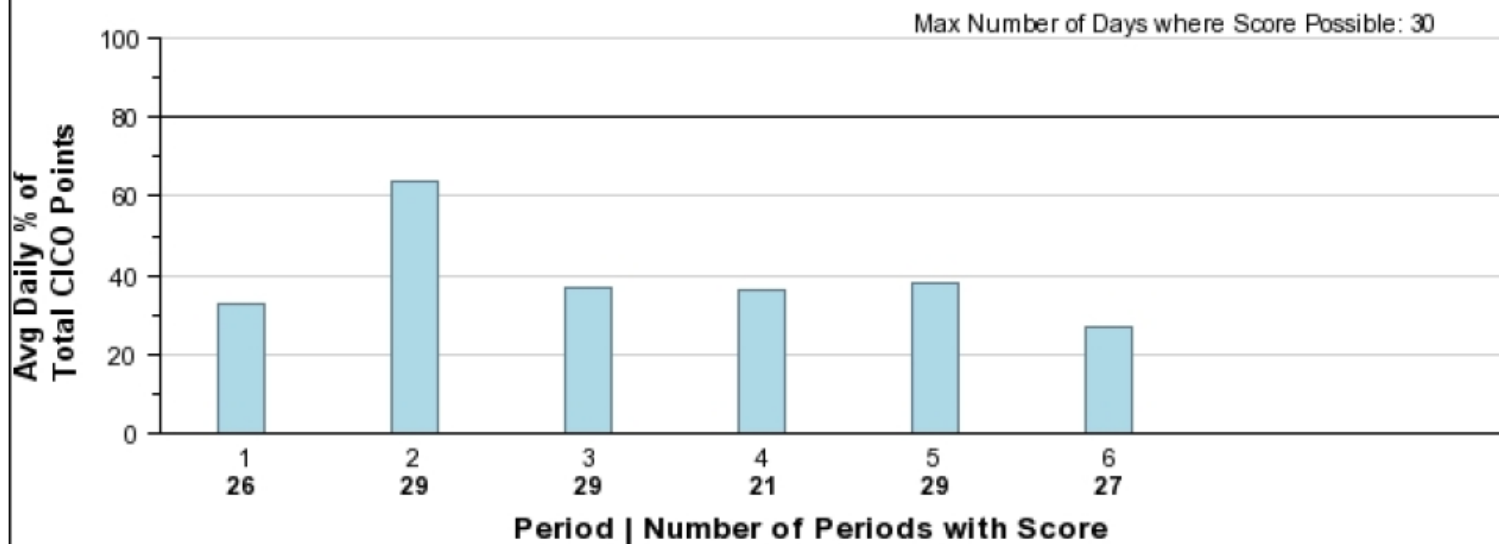
Student: Brian Bender

### CICO Individual Student Count Report January 18 - February 28, 2011



Student: Brian Bender

### CICO Individual Student Period Report January 18 - February 28, 2011



# Typical Reasons CICO may not be working for an individual student

- 
- The diagram consists of three vertical categories on the left, each with a blue bracket pointing to a list of reasons on the right. The categories are: 'Address Implementation Issue', 'Individualize Tier 2', and 'Escalate to Tier 3 Support'. The reason '4) The program does not match the function of the problem behavior' is highlighted with a red rounded rectangle.
- Address Implementation Issue**
    - 1) Low fidelity of implementation
    - 2) The student needs more instruction on how to use the program
  - Individualize Tier 2**
    - 3) The rewards are not powerful or desirable for the student
    - 4) The program does not match the function of the problem behavior
  - Escalate to Tier 3 Support**
    - 5) The student requires more intensive, individualized support



# Behavioral Explanations for “Why”

- Don't forget - From student's perspective, problem behavior serves a purpose, such as...
  - Gaining attention
  - Gaining access to activities or tangible items
  - Avoiding or escaping from something student finds unpleasant (e.g. difficult or undesired tasks)

# Using Function of Behavior to Inform CICO Modifications

- Individual Student Planning
  - Can use “Function of Behavior” to match students to appropriate version of CICO
  - Function-Based Assessment might include:
    - Data from ODRs “Possible Motivation”
    - Or Preliminary/Brief FBA



## Student Referral

- Discipline       Counseling       Intervention

### General Information

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Staff: \_\_\_\_\_ Time: \_\_\_\_\_

### Location

- |                                           |                                             |                                                 |
|-------------------------------------------|---------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Cafeteria        | <input type="checkbox"/> Auditorium/Commons | <input type="checkbox"/> On Bus                 |
| <input type="checkbox"/> Classroom: _____ | <input type="checkbox"/> Gym                | <input type="checkbox"/> Special Event/Assembly |
| <input type="checkbox"/> Courtyard        | <input type="checkbox"/> Hallway            | <input type="checkbox"/> Restroom               |
| <input type="checkbox"/> Bus Loading Zone | <input type="checkbox"/> Parking Lot        | <input type="checkbox"/> Other: _____           |

### Problem Behavior

- |                                                 |                                       |                                                       |
|-------------------------------------------------|---------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Lying/Cheating         | <input type="checkbox"/> Defiance     | <input type="checkbox"/> Dress Code Violation         |
| <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Tardy        | <input type="checkbox"/> Use or Possession of Tobacco |
| <input type="checkbox"/> Fighting               | <input type="checkbox"/> Skipping     | <input type="checkbox"/> Use or Possession of Alcohol |
| <input type="checkbox"/> Harassment             | <input type="checkbox"/> Theft        | <input type="checkbox"/> Use or Possession of Drug(s) |
| <input type="checkbox"/> Vandalism              | <input type="checkbox"/> Weapons      | <input type="checkbox"/> Property Damage              |
| <input type="checkbox"/> Disruption             | <input type="checkbox"/> Other: _____ |                                                       |

### Possible Motivation

- |                                                 |                                              |                                      |
|-------------------------------------------------|----------------------------------------------|--------------------------------------|
| <input type="checkbox"/> Obtain Peer Attention  | <input type="checkbox"/> Avoid Task/Activity | <input type="checkbox"/> Avoid Adult |
| <input type="checkbox"/> Obtain Adult Attention | <input type="checkbox"/> Avoid Peer          | <input type="checkbox"/> Don't Know  |
| <input type="checkbox"/> Obtain Item/Activity   | <input type="checkbox"/> Other: _____        |                                      |

### Others Involved

- |                                         |                                       |                                      |
|-----------------------------------------|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> None           | <input type="checkbox"/> Substitute   | <input type="checkbox"/> Peer: _____ |
| <input type="checkbox"/> Staff: _____   | <input type="checkbox"/> Unknown      | <input type="checkbox"/> Peer: _____ |
| <input type="checkbox"/> Teacher: _____ | <input type="checkbox"/> Other: _____ |                                      |

### Additional Information

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Administrative Decision

- |                                                  |                                                         |                                                   |
|--------------------------------------------------|---------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Conference with Student | <input type="checkbox"/> Lunch Detention                | <input type="checkbox"/> In-school suspension     |
| <input type="checkbox"/> Loss of: _____          | <input type="checkbox"/> Friday Work Crew (Restitution) | <input type="checkbox"/> Out-of-school suspension |
| <input type="checkbox"/> Parent Contact: _____   | <input type="checkbox"/> Other: _____                   |                                                   |

### Comments

# Minor – “Uh-Oh”

<b>Uh-oh</b>		
Name: _____ Grade: _____ Date: _____		
Referring Person: _____ Time: _____		
Other(s) involved: _____		
<b><u>Issue of Concern</u></b>	<b><u>Location</u></b>	
Minor Problem Behaviors	<input type="checkbox"/> classroom	<input type="checkbox"/> playground
<input type="checkbox"/> inappropriate lang	<input type="checkbox"/> cafeteria	<input type="checkbox"/> passing area
<input type="checkbox"/> disruption	<input type="checkbox"/> bathroom	<input type="checkbox"/> arrival/dismissal
<input type="checkbox"/> property misuse	<input type="checkbox"/> special event	<input type="checkbox"/> restricted area
<input type="checkbox"/> non-compliance		
<b><u>Possible Motivation</u></b>		
<input type="checkbox"/> Attention from adult(s)	<input type="checkbox"/> Avoid work	<input type="checkbox"/> Avoid peer(s)
<input type="checkbox"/> Attention from peer(s)	<input type="checkbox"/> Obtain item(s)	<input type="checkbox"/> Avoid adult(s)
<input type="checkbox"/> Don't know	<input type="checkbox"/> Other _____	
<b>What happened?</b> _____		
_____		
<b>Consequences</b>		
<input type="checkbox"/> lose recess	<input type="checkbox"/> parent contact	<input type="checkbox"/> conference
<input type="checkbox"/> follow up agreement	<input type="checkbox"/> lose other privilege	_____

# Preliminary FBA

- Use existing data for preliminary FBA
  - ODR data
    - Identify function/motivation
    - Identify antecedents – time/location/persons involved, etc.
  - CICO data
    - Identify antecedents – time/location

# Preliminary FBA

- Discipline Referral Summaries
  - Suspensions, detentions, office referrals
  - Look for patterns
    - Triggers/Antecedents → Day of the week, Time of Day, Location, Students Involved
    - Behavior
    - Consequences/Function → Possible Motivation, Disciplinary Action, Administrative Decision

# Student Referral Report - SWIS

	Date	Staff	Time	Location	Prolem Behavior	Motivation	Others Involved	Admin Decision
1	02/08/11	43866	12:15PM	Plygd	Agg/Fight	Unknown mot	Peers	Out-sch susp
2	01/28/11	47522	1:30PM	Class	Disrespt	Avoid Task	Teacher	Detention
3	01/10/11	47522	10:30AM	Class	Disrespt	Avoid Task	Teacher	Detention
4	12/18/10	47522	9:30AM	Class	Disrespt	Avoid Task	Teacher	Detention
5	12/08/10	47522	1:00AM	Class	Disrespt	Avoid Task	Peer	Detention
6	12/08/10	47522	10:15AM	Class	Disrespt	Avoid Task	Teacher	Parent
7	11/20/10	47522	9:30PM	Class	Disrespt	Avoid Task	Teacher	Parent

**How about when/  
where/ who  
(Antecedents)?**

**Does this tell us  
anything about the  
function of student  
behavior?**



# Advanced Applications of CICO

Function-Based Modifications of CICO





# Breaks Are Better

Function = Escape Task (elem)

Justin Boyd  
University of Oregon

# Logic Guiding Breaks are Better

- Children may benefit from taking small, appropriate breaks
- If breaks are available, students may:
  - Engage in less escape-maintained problem behavior
  - Request breaks less often than escape-maintained problem behavior occurred
- Increased reinforcement for:
  - Asking for assistance
  - Taking a break appropriately

# CICO Modification Elementary Escape Academic Task

- Explicitly teach an alternative/replacement behavior (i.e., break requests)
- Promote self-management by teaching students to “keep track” of their breaks
- Establish & Teach teachers (and students) how this will look in the classroom
- Make it feasible and sustainable for classroom teachers to implement

# Breaks are Better Modifications

- Prior to intervention:
  - Child & teacher identify appropriate “break” activities
  - Student is taught:
    - How to request a break
    - How to take a break
    - How to return to work
- Points earned for:
  - Meeting academic-specific expectations
  - Asking for break appropriately or not needing a break
  - Weekly point total tied to reinforcers

# Breaks are Better Card

(Front of Card)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

2 = great job

1 = OK – try again

0 = hard time

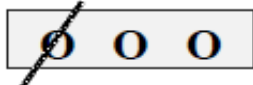
	Safe	Responsible	Respectful	Breaks are Better	
	Stay in my seat when I'm supposed to	Mind the Teacher	Ask for Help Appropriately If I Needed It	2-Minute Breaks I can Take	Take Breaks In The Right Way If I Need or Want To
Check In	0 1 2	0 1 2	0 1 2		
Morning Routine/ Core Reading	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	Y N
Core Reading	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	Y N
Writing	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	Y N
Library/Computer Lab/ Spanish	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	Y N
Math	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	Y N
Read Aloud	0 1 2	0 1 2	0 1 2	<input type="radio"/> <input type="radio"/> <input type="radio"/>	Y N
Check out	0 1 2	0 1 2	0 1 2		
Today's goal: 38 points	Today's total points: _____ / 48			Number of Breaks Used:	
Parent Signature: _____					

### How I Take my Break

- (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 on the BRB card



- (4) start my break timer for 2-minutes

2:00



- (5) take my break the right way until the timer goes off



Beep!  
Beep!

- (6) when the timer goes off, my break is over & I will get back to work!



### When I Might Ask for a Break

- ⊗ 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

### If my teacher gives me a “Thumbs Down”

- ✓ 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

### My Break Choices



- ⊗ Put my head down and relax
- ⊗ Doodle in a Notebook
- ⊗ Work on a Drawing or Picture
- ⊗ Look at a Book or Read a Book



# ABC: Academic Behavior CICO

Function = Escape Task (MS)

Jessica Turtura  
University of Oregon

# Logic Guiding ABC

- Students benefit from organizational structure
- More frequent and tangible reinforcement for:
  - Recording assignments
  - Completing in-class work & participating
  - Asking for help
  - Completing homework
- Parental structure for homework completion:
  - Parents are aware of assignments
  - Parents check for completion



# ABC Point Card -- Front

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

# ABC Point Card -- Back

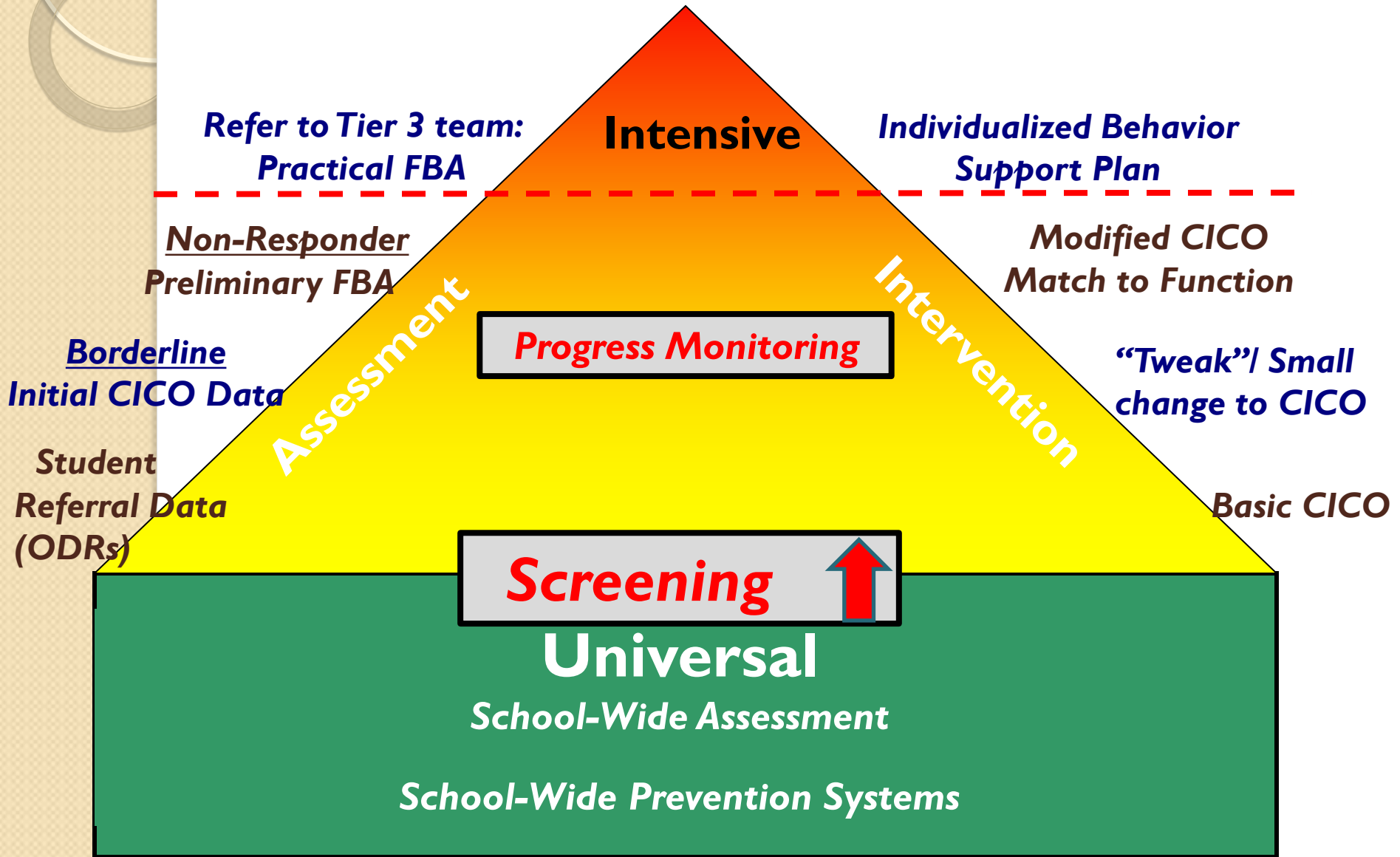
ABC Homework Tracker				
Class	Assignment	Due Date	Teacher Signature	Completed
Soc'l Studies				Y N IP
Lang Arts				Y N IP
Math				Y N IP
Writing				Y N IP
Science				Y N IP
<u>Additional Homework Notes:</u>				



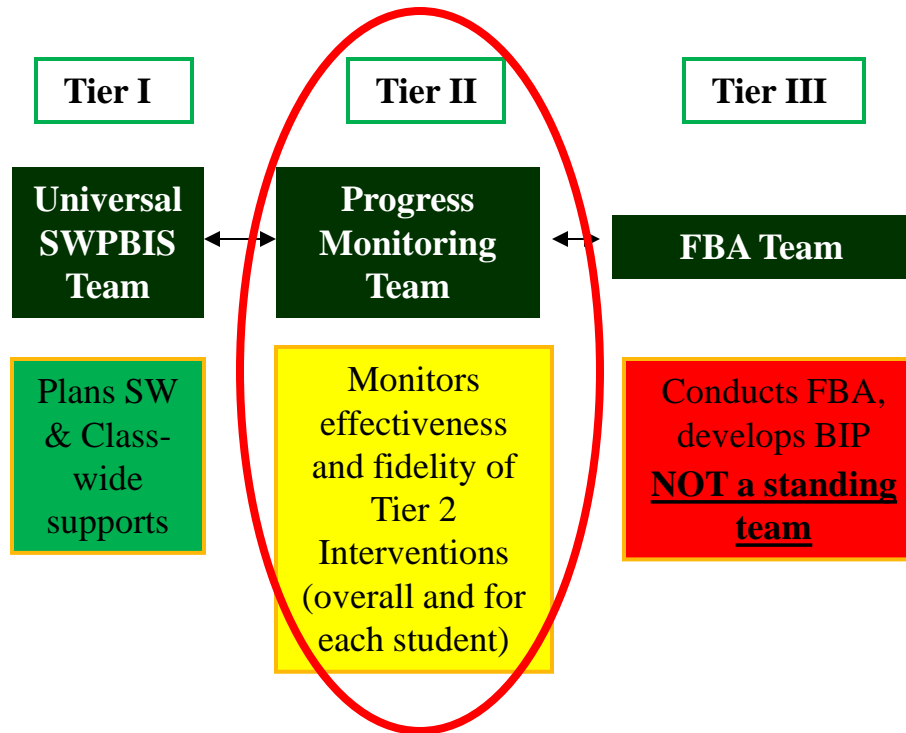
**Non-Responders**

**Escalate to Tier 3**

# Tier 2 Assessment & Intervention



## Borderline Responders: Problem Solving





# Tier 3 Systems

## Decision Making

Coordinator: \_\_\_\_\_

Recorder: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Present: \_\_\_\_\_

**> 1 hour meeting**

- 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 started	In progress	Done	Not Needed

**Review Tasks**

**•Facilitator  
•Process Monitor  
•Notetaker**

- 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

**•Tier 2  
Intervention  
Coordinator**

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

**•Tier 3  
Intervention  
Coordinator**

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 Formal Monitoring assessment	Begin targeted intervention	Efficient	Academic FBA	

**•Screening  
Coordinator**



**ISIS School-Wide Reports**

**Systems Evaluation**

Summary Report

Refresh Report

Print

**2013-14 School Year**

School Enrollment	500		
Students in ISIS	10 / 500	2.00%	
Discontinued this Year	2 / 10	20.00%	
On IEP	6 / 10	60.00%	
On 504 Plan	0 / 10	0.00%	
Students in CICO	4 / 500	0.80%	
Students with Referrals	341 / 500	68.20%	

**Current as of Feb 7, 2014**

School Enrollment	500		
Students in ISIS	8 / 500	1.60%	
Starting or Progressing	7 / 8	87.50%	
On IEP	5 / 8	62.50%	
On 504 Plan	0 / 8	0.00%	
Students in CICO	4 / 500	0.80%	
Students with Referrals	341 / 500	68.20%	

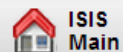
Students Status for 2013-14 School Year (10)

Show Names >>

Student File Status	Student	Coordinator	On IEP	Assessment In Place	Support Plan In Place	Fidelity Data Date Last Entered	Outcome Data Date Last Entered	Implementation Status
	Bill Ardes		Yes	✓	✓	Feb 15, 2013	2/12/13	Discontinued
	Brian Bender		Yes	✓	✓	Jun 8, 2012	6/8/12	Progressing
	Carly Johnson		Yes	✓	✓	Jun 1, 2012	6/1/12	Progressing
	David Anderson-Jones		Yes	✓	✓	Jan 24, 2014	1/31/14	Needs Revision
	Lou Armack		No	✓	✓			Starting
	Mark Banks		Yes	✓	✓	Jan 31, 2014	2/6/14	Progressing
	Michelle Bier		No	✗	✗			Starting
	Neal Anderson		Yes	✓	✗			Starting
	Tim Franks		No	✓	✓	Apr 5, 2013	4/9/13	Discontinued
	Tina Rrent		No	✓	✓	Jan 24, 2014	1/28/14	Progressing

= active, = inactive, = archived




**ISIS**  
 Main

**Student**  
 File

**Data**  
 Entry

**View**  
 Reports

**Tools**
**SWIS Demo School**
**Brian Bender**
**Implementation Status:**

Starting


**Dashboard**


Student



Assessments / BSP / Documents



Measures



Team Members

## Student File for Brian Bender

Coordinator: Margie Rose

**Start Date:** 12


### Student File Summary

Description ▲	Value
Assessment In Place	✓
Fidelity Data Last Entry Date	Jun 8, 2012
Implementation Status	Starting
Outcome Data Last Entry Date	Jun 8, 2012
Student File Status	Active
Support Plan In Place	✓

### Measures (3)

Status	Name ▲	Measure Type	Next Collection
✓	Asking For Help	Outcome	Jun 11, 2012
✓	Assignment Completion	Outcome	Jun 11, 2012
✓	Staff Fidelity	Fidelity	Jun 15, 2012

### Assessments / BSP / Documents (4)

Name ▲	Type	Date Added
Brian's BSP	Plan	Mar 13, 2012
Direct Observation Data	Assessment	Jan 9, 2012
FACTS	Assessment	Jan 9, 2012
Winter Class Schedule	Other	Jan 9, 2012

### Team Members (6)

Name	Type	Team Role	Access Level
Demo User	Staff	Teacher	Full Access
Frank Stenson	Staff	Teacher	No Access
Joe Binder	Staff	Data Entry Speci...	Data Entry
Kathy Holland	Staff	Teacher	Read-Only
Margie Rose	Staff	Coordinator	Coordinator
Stuart Rice	Staff	Teacher	Full Access



ISIS Main
 Student File
 Data Entry
 View Reports
 Tools

**Brian Bender**

Implementation Status: Starting

Measure | Time Segment | Single Time Segment

**Report**

**Report Type**  
Measure

**Generated**  
Feb 10, 2014 4:32:47 PM

**Generate** | Reset | Print

**Options**

**From**  
5/6/12

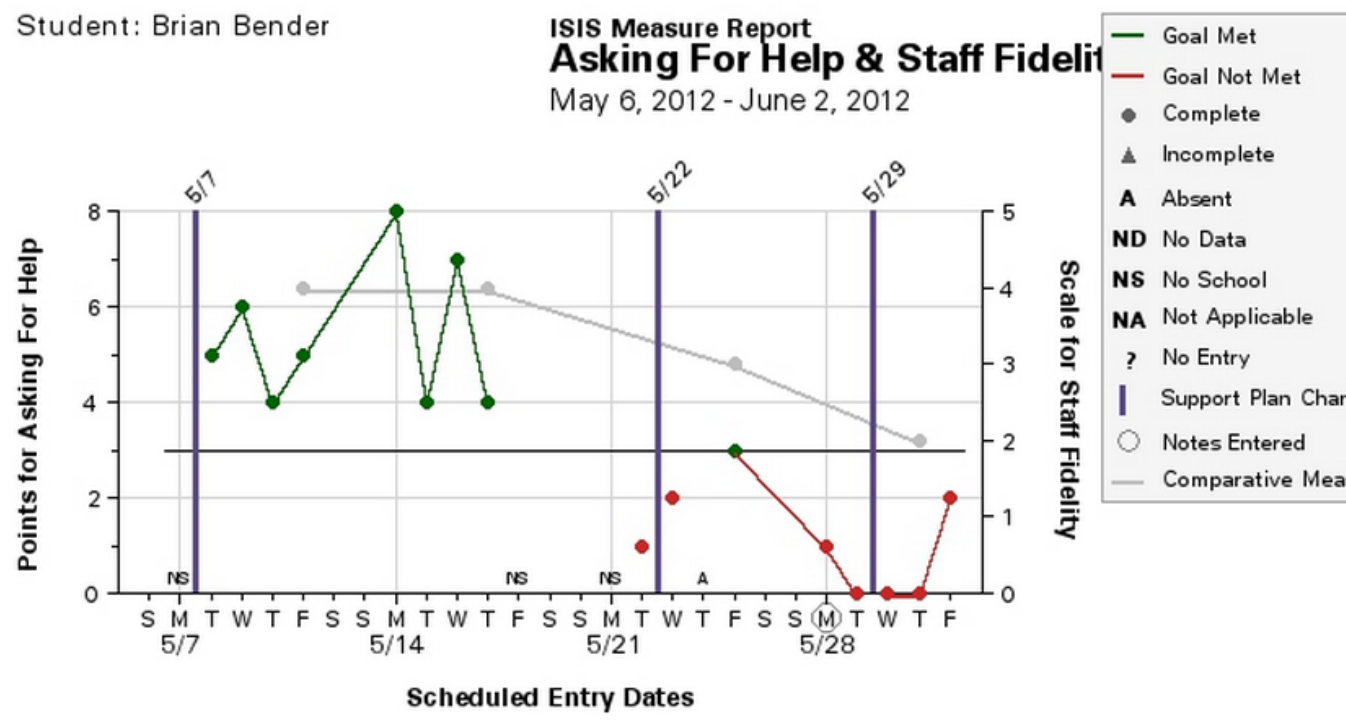
**To**  
5/25/12

**Primary Measure**  
Asking For Help

**Comparative Measure**  
Staff Fidelity

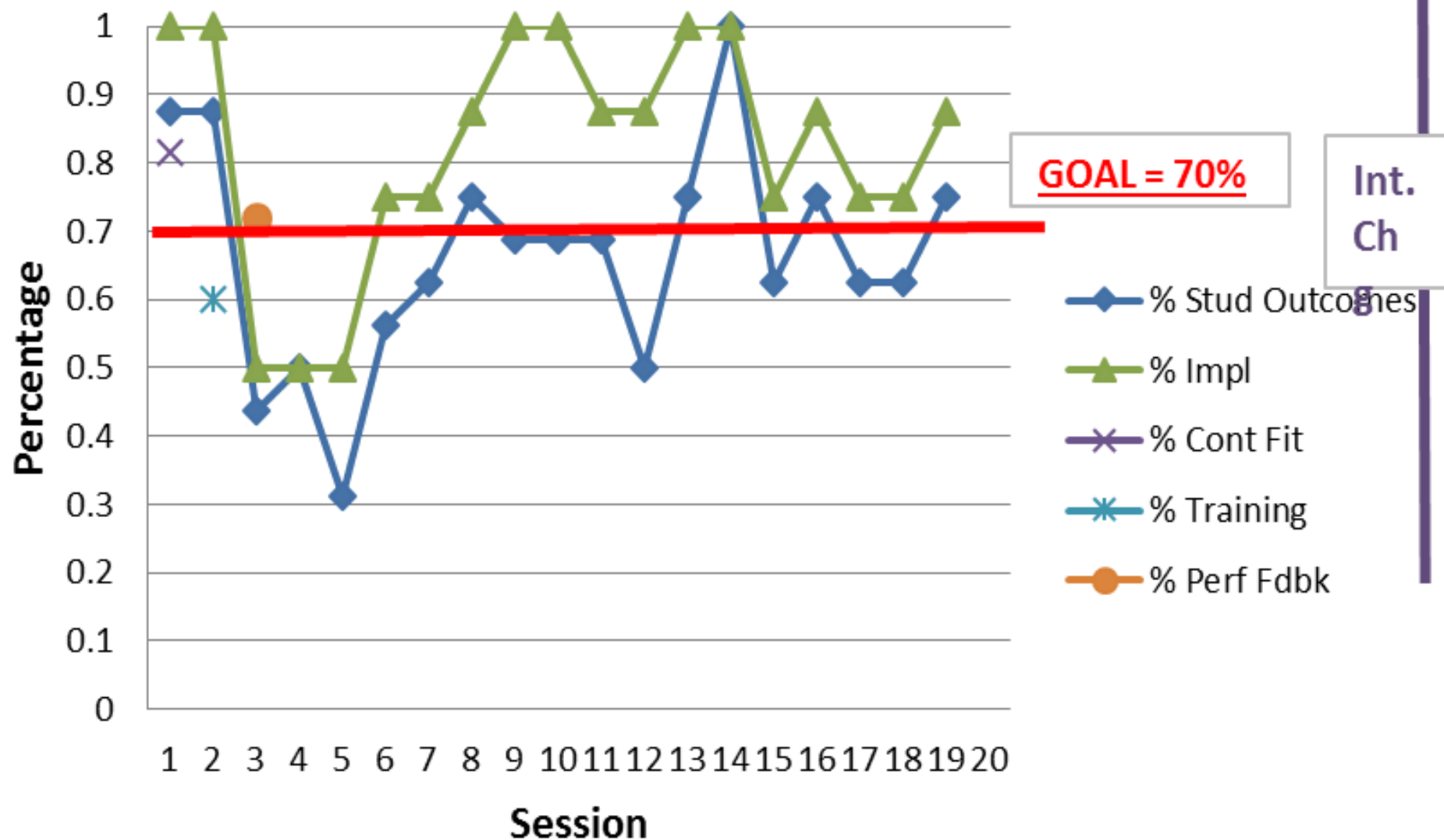
- Student Name
- Goal Lines
- Support Plan Changes
- Notes

Info | **Graphs** | Support Plan Changes | Asking For Help | Staff Fidelity | Notes



1 of 1.

# Mary Jo BSP Data



# IPBS Meeting Evaluation (cont.)

## 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)? |

# Activity

- View the I-PBS team video
- Score the I-PBS Meeting Review sheet based on the team IPBS meeting
- Be ready to provide feedback re: the team's performance

# Student Screening & Identification

Emphasize early identification

**IV. TIER 3 – INTENSIVE INTERVENTION SUMMARY** (15 minutes → \*\*3 minutes or less/student)

- a. Students receiving Tier 3 intervention (assigned *Behavior Specialist/Case Manager*)
  - i. # \_\_\_\_\_ students on intensive interventions & # \_\_\_\_\_ students meeting goals
- b. Students not meeting goals, determine problem and next steps
  - i. Possible problems: Low Fidelity, Intervention/Function mismatch, Intervention needs to be modified
  - ii. Possible decisions: Meet with teacher, change intervention, conduct formal FBA
- c. Tier 3 Systems Check
  - i. Possible problems: Inconsistent Data/Low Fidelity/Low Success Rate/Limited Capacity
  - ii. Possible decisions: Train Staff/Contextual Fit & Implementation Supports/Re-evaluate Function & Intervention/Access Specialist/ Increase Building Capacity (Basic FBA 2 BSP)

Student/System	Problem	Decision/Action	Who	When

**V. NEW REFERRALS TO IPBS** (10 minutes → \*\*2 minutes or less/student)

- a. Possible Referral sources:
  - i. Discipline Referral Data (decision rule?)
  - ii. Request for Assistance
  - iii. Behavior Goals added to IEP

Student	Referral source	Decision	Who	When
		Continue Monitoring Begin Tier 2 Basic Academic Formal intervention FBA assessment FBA		
		Continue Monitoring Begin Tier 2 Basic Academic Formal intervention FBA assessment FBA		
		Continue Monitoring Begin Tier 2 Basic Academic Formal intervention FBA assessment FBA		
		Continue Monitoring Begin Tier 2 Basic Academic Formal intervention FBA assessment FBA		

•Tier 2  
Coordinator

**VI. EVALUATION OF MEETING**

- 1. Was today's meeting a good use of our time?
- 2. In general, did we do a good job of tracking & completing the tasks we agreed on at previous meetings?
- 3. In general, are we efficient & intervention focused in our discussion of students?
- 4. Are the completed tasks having the desired effects on student behavior?

	Our Rating (Mark w "X")		
	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 & completing the tasks we agreed on at previous meetings?			
3. In general, are we efficient & intervention focused in our discussion of students?			
4. Are the completed tasks having the desired effects on student behavior?			

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

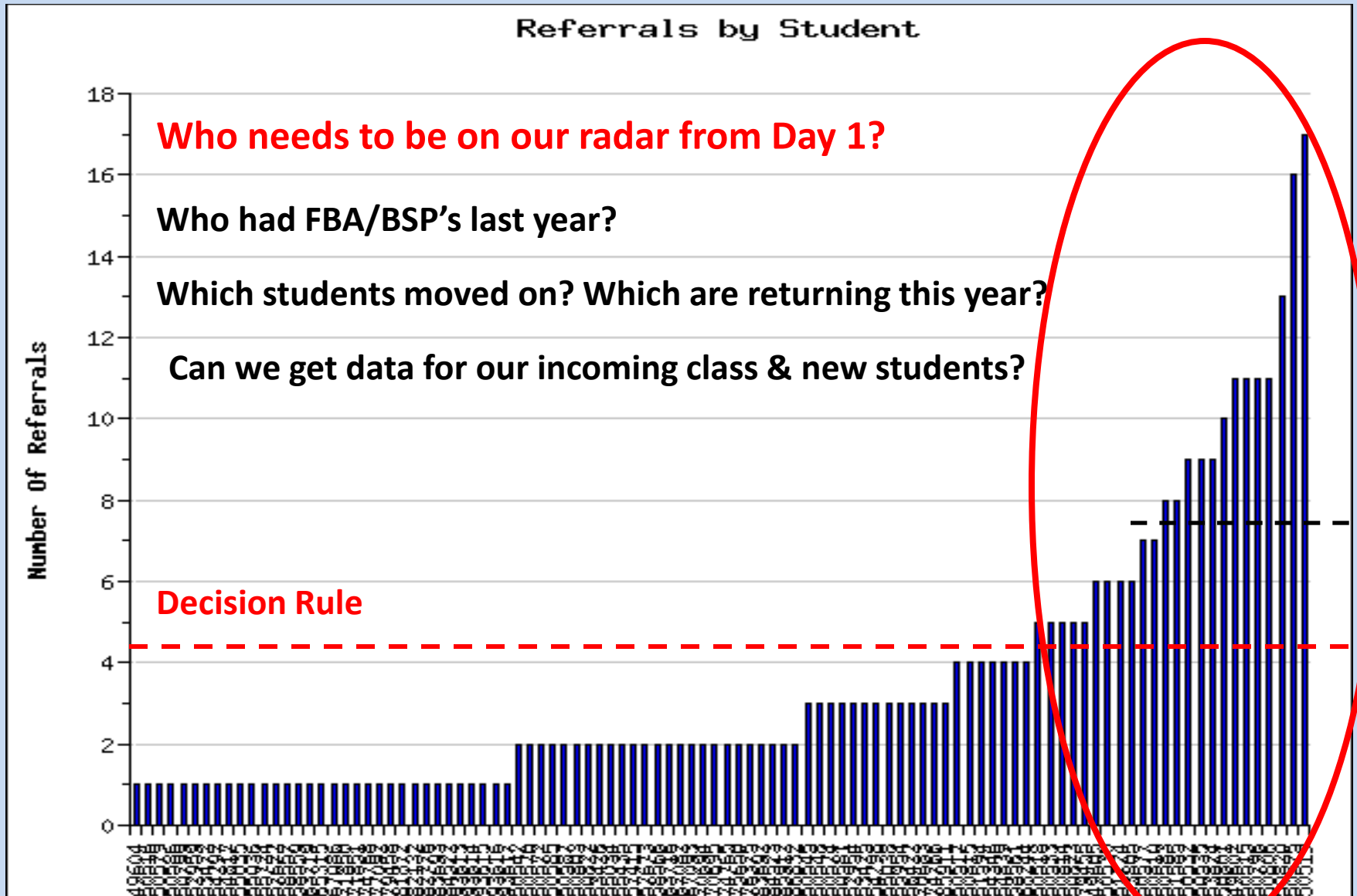
# Universal Screening

## Before the 1<sup>st</sup> Day of School

- Review Data from last year
  - Your school data
  - And data on incoming students (if available)
- Identify students who had Behavior Support Plans in place per IEP (or otherwise)
  - Prepare to implement BSP with necessary modifications from beginning of the school year
- Identify returning students with more than 5 referrals last year who might benefit from behavioral support to begin the year



# Previous Years Discipline data



# Continuing Screening through the Year

- I-PBS team reviews student referral data every 2 weeks at each meeting
  - Many referrals might also go directly to the CICO manager
- Develop Decision Rules for continuing Student Identification through the year
  - Example: Students receiving 3<sup>rd</sup> referral or 2<sup>nd</sup> in a month

# Student Requiring Additional Support

- For most students...
  - **Start EARLY in the school year**
  - Start with Level 2 – Check-In/Check-Out
  - We want to do the smallest intervention that is likely to be effective for a student
  - There should be very little time (0-2 minutes) spent on assessment & selecting interventions at Level 2
  - Collect data for 2 weeks & make decision re: escalating intervention intensity

# Team Tasks – Universal Screening

- Develop a plan for Universal Screening to implement before Day 1 of the school year:
  - Who will meet? when? & where?
  - What data will you use to ID students for intervention?
  - Develop **DECISION RULES** for identifying students:
    - At the beginning of the year?
    - On a continuing basis throughout the year
  - Using your current data, which students do you want to target for intervention NOW & Next Fall?
  - What interventions & activities will you implement to support these students from the beginning of the school year?
    - CICO
    - FBA/BSP
    - Other?

# IPBS Meeting Evaluation (cont.)

<b>Screening &amp; Student Identification</b>	
	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)?
<b>Systems Monitoring</b>	
	19. Were data reviewed to identify the need, implementation fidelity and effectiveness of targeted/secondary interventions (CICO, etc.)?
<b>Meeting Follow-Up</b>	
	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** 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**Grows** 1. \_\_\_\_\_  
 2. \_\_\_\_\_

# Activity

- View the I-PBS team video
- Score the I-PBS Meeting Review sheet based on the team IPBS meeting
- Be ready to provide feedback re: the team's performance