IPBS Meeting Template

Coordinator:_____**Recorder:**_____

Time Keeper:_____**Date:**_____/_____/_____

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

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.   <u>Possible problems</u>: Low Fidelity/ Intervention needs to be Modified / Intervention mismatched to Function of Behavior
       ii. <u>Possible decisions</u>: Improve Fidelity / Change Intervention (Tweak) / Preliminary FBA to match to Intervention / Refer to Tier 3

   c. Tier 2 Systems Check
       i.   <u>Possible problems</u>: Inconsistent Data/Low Fidelity/Low Success Rate/Limited Capacity
       ii. <u>Possible decisions</u>: Train Staff/Improve Fidelity/Evaluate Interventions / Increase Capacity

Student/System	Problem	Decision/Action	Who	When

Adapted by C. Borgmeier (2014) from B. Stiller (2008)

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. <u>Possible problems</u>: Low Fidelity, Intervention/Function mismatch, Intervention needs to be modified
   ii. <u>Possible decisions</u>: Meet with teacher, change intervention, conduct formal FBA

c. Tier 3 Systems Check
   i. <u>Possible problems</u>: Inconsistent Data/Low Fidelity/Low Success Rate/Limited Capacity
   ii. <u>Possible decisions</u>: 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 intervention	Basic FBA	Academic assessment	Formal FBA		
		Continue Monitoring	Begin Tier 2 intervention	Basic FBA	Academic assessment	Formal FBA		
		Continue Monitoring	Begin Tier 2 intervention	Basic FBA	Academic assessment	Formal FBA		
		Continue Monitoring	Begin Tier 2 intervention	Basic FBA	Academic assessment	Formal FBA		

VI. EVALUATION OF MEETING

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 *<u>tracking</u>* & *<u>completing</u>* 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 *<u>desired effects</u>* on student behavior?			

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

Intensive PBS Meeting Review

School _____ Date _____

Meeting Facilitator _____ Observer _____

Yes (2)	Part (1)	No (0)	Meeting Preparation
			1. Are the right people at the meeting? □ Administrator □ Behavior Specialist (s) □ Targeted Intervention manager(s) □ Special Education representative
			2. Was a meeting agenda presented?
			3. Were meeting roles established? □ Facilitator □ Time Keeper □ Recorder □ Data Analyst
			Review Action Items
			4. Reviewed Action Items & tasks assigned at previous meeting
			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 efficiently (< 3 minutes per student)?
			Progress Monitoring – Tertiary Interventions
			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)?
			Screening & Student Identification
			17. Was data prepared and reviewed to identify students requiring individual behavioral support? □ Screening data □ ODR data □ Referral (teacher, parent, etc.)
			18. Were interventions assigned for students identified for secondary/targeted behavioral interventions in an efficient manner (< 2 minutes per student)?
			Systems Monitoring
			19. Were data reviewed to identify the need, implementation fidelity and effectiveness of targeted/secondary interventions (CICO, etc.)?
			Meeting Follow-Up
			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. _____

C. Borgmeier (rev. 2014) Portland State University