|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Meetings:** | **Date/Time:** | **Team Lead:** | **Recorder:** | **Data Analyst:** | **Communicator:** | **Time Keeper:** | **CICO Coordinator:** |
| Today’s Meeting | 10/03/17  2:45 – 3:15 | Rebecca | Kate | Randall | Jack | Kevin | Beth |
| Next Meeting | 10/17/17  2:45 – 3:15 | Rebecca | Beth | Randall | Jack | Kevin | Beth |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Tier II Team Members** (Place “X” to left of name if present) | | | | | | | |
| X | Rebecca | X | Randall | X | Kevin |  |  |
| X | Kate | X | Jack | X | Beth |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Today’s Agenda** (Place “X” to left of item after completed) | | | | Agenda Items for Next Meeting: |
| X | Review Agenda (2 min) | X | Data Analyst Report (5 min) | Review Substitute Protocol | |
| X | Celebrations (3 min) | X | Problem Solving/Action Planning (5 min) |  | |
| X | Review previous meeting’s tasks (2 min) | X | Fading and Graduation (5 min) |  | |
| X | Administrative/ General Issues (3 mins) | X | New Referrals to Tier II (5 mins) |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Administrative/General Information and Issues** | | | |
| Issue/Information | Discussion/Decision/Task | Who? | By When? |
| DPRs | Make more copies of the DPR for CICO facilitators | Jack | 10/5 |
| Substitute Protocol | Provide substitutes with packet of information on CICO so they know what to do when a student gives them a DPR | Beth | 10/10 |
|  |  |  |  |
|  |  |  |  |

|  |  |
| --- | --- |
| **Tier II Intervention Summary** | |
| Number of students enrolled in Tier II: | 12 |
| Number of students enrolled in CICO: | 8 |
| Number of students enrolled in CICO who are meeting their daily goal: | 5 |
| Number of students enrolled in CICO who are not meeting their daily goal: | 3 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
| Garth | 2 | N | Not earning points during the last three evaluation periods, not meeting daily or weekly goal | Increase the number of check-ins throughout the day. Have Garth check-in with his Intervention Facilitator in the middle of the day and if he meets his goal he can earn a reward, have the point sheet start over in the afternoon. | Ms. Shuster | 11/19/2017 | Earn 70% of points at morning and afternoon evaluations 4 out of 5 by 12/10/2017 |  |  |
| Dominique | 2 | Y | Has only met her goal of 80% of points one day in the past 4 weeks | Decrease goal to 70%. Let Intervention Facilitator know about change in goal | Tier II Team Lead | 11/17/2017 | Earn 70% or her points daily for 4 weeks before increasing goal. |  |  |
| Tanya | 4 | N | Has not met goal yet during the first 3 weeks of intervention, is averaging 55% of points daily. | Change Tanya to Breaks are better and allow her to earn breaks throughout the day instead of tickets when she meets her goal. | Tier II Team Lead & Breaks are Better Coordinator | 11/17/2017 | Meet BrB criteria |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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? |
| Charlie | 5th | Y | Met goal of 75% for 4 weeks  DPR Review 88% | Increase goal to 85% of points for the next 4 weeks | Have Ms. Crane meet with Charlie and tell him his goal is increasing and encourage him to meet his goal | Ms. Crane | 11/20/2017 |
| Jamaal | 3 | Y | 6 weeks at 85% or above of daily points. | Move Jamaal to Phase 2 for 3 weeks of rating himself as the teacher rates. | Mr. Humphrees will meet with Jamaal and his teacher and review the self-management phase. | Mr. Humphrees | 11/17/2017 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **New Referrals To Tier II Team**  *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? |
| Bobby | 4th | N | Ms. Marks | Nomination Form – Disruption, parent contact  ODR – 2  SRSS – moderate risk externalizing  Absences – 0  Tardy - 6 | Student meets criteria for CICO, Mr. King will start process of enrollment in CICO | Mr. King | 10/7 |
|  |  |  |  |  |  |  |  |

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