**TIER 3: PROBLEM-SOLVING Conversations**

1. **Make sure all coordinators have updated the Tier 3 Tracking Tool for each intervention**
2. **Intervention #1: Efficient FBA/BIP \_\_\_\_**
   * % of students responding = \_\_\_\_\_\_\_
   * % of students graduating = \_\_\_\_\_\_\_
   * % of students not responding = \_\_\_\_\_\_\_
     + If the plan was not implemented as intended consider:
       - Retrain/coach the teacher
       - Setting up a problem solving meeting with the teacher(s)
     + If the plan was implemented as intended consider:
       - Setting up a meeting with the teacher(s)
       - Referring student for more comprehensive FBA/BIP
3. **Intervention #2: Team Based FBA/BIP \_\_\_\_**
   * % of students responding = \_\_\_\_\_\_\_
   * % of students graduating = \_\_\_\_\_\_\_
   * % of students not responding = \_\_\_\_\_\_\_
     + If the plan was not implemented as intended consider:
       - Retrain/coach the teacher
       - Setting up a problem solving meeting with the teacher(s)
     + If the plan was implemented as intended consider:
       - Setting up a meeting with the teacher(s)
       - Referring student for more comprehensive FBA/BIP
       - Seek support from district contact person to access additional expertise for planning and implementing non-school based interventions (e.g. extensive mental health)
4. **Process new referrals for Tier 3 requests and newly identified students for support**

* Met criteria for Tier 3 intervention
  + Identify relevant team members for student support team
  + Assign an FBA/BIP facilitator
  + Decide who will:
    - Contacts other team members (including family) to begin FBA/BIP process
    - Complete and summarize record review

**TIER 3: Individual Support Plan Meeting Minutes**

**\*For newly referred students\***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Date: | Time: | Location: |
| Today’s Meeting |  |  |  |
| Next Meeting |  |  |  |

Student: Action Team Members Present:

|  |  |
| --- | --- |
| **Step 1: Goal Setting/Daily Progress Monitoring** | **Notes/Decisions/Actions** |
| Review reason for referral and data from record review  *(consider academic, behavioral, health, and social emotional strengths and weaknesses)* | Student strengths based on data:  Student needs based on data: |
| Identify broad and short term goals for the student based on parent, student and teacher input | Broad goals:  Short term goals: |
| Consider the need for additional expertise:  *Based on referral question, record review and goal setting: are there additional team members from whom we need input/support?* |  |
| Identify and operationalize target behavior(s) to increase and decrease | Behaviors to decrease:  Behaviors to increase: |
| Set up daily progress monitoring system to gain baseline data on target behavior(s) |  |
| Schedule observation(s): *who, when, where* |  |
| Decide who will complete teacher, parent and student FBA interview prior to next meeting |  |
| Schedule meeting 2 |  |
| **Step 2: Functional Behavioral Assessment/Behavior Intervention Plan** | **Notes/Decisions/Actions** |
| Review student, family and teacher(s) interview |  |
| Identify specific antecedents and consequences of problem behavior based on interviews, record review and observations in each identified context and generate a Summary Statement |  |
| If Summary Statement is not confirmed, determine details for additional observations and schedule next meeting |  |
| If Summary Statement is confirmed, develop strategies for BIP - setting event, antecedent, behavioral instruction, consequence, response to misbehavior, and safety plan |  |
| Develop BIP coaching plan:  *who will coach and when; who should staff report to with concerns about the plan?* |  |
| Develop monitoring and evaluation plan:   *describe the data that will be taken and who will collect the data* |  |
| Schedule Follow Up Meeting(s) to review outcome, fidelity and social validity data:  *How (observations and self-report) and when will fidelity data be collected?* |  |

Other Items to Discuss: