*Are there different outcomes based on type of student, classroom, school, etc.?*

*What steps can we take to support our school in addressing trends?*

**TIER 3: SYSTEMS Conversation**

March 1, 2014 Meeting Agenda

1. **Review monthly MTSS summary data:**
   1. Students referred on only one occasion = \_\_\_\_\_\_\_\_\_
   2. Students referred on two or more occasions = \_\_\_\_\_\_\_\_\_
   3. How many students (what percentage) are receiving Tier 2 supports = \_\_\_\_\_\_\_\_\_\_\_\_\_
      * % of students responding = \_\_\_\_\_\_\_\_\_\_
   4. How many students (what percentage) are receiving Tier 3 supports = \_\_\_\_\_\_\_\_\_\_\_\_\_
      * *Review fidelity to FBA/BIP process (products)*
      * *Review trends in products (types of interventions, function) and consider PD needs*
      * *Review overall fidelity to individual student plans and determine if more staff training is needed.*
      * *Determine if facilitators need more materials or other type of support*
      * % of students responding = \_\_\_\_\_\_\_\_\_\_
   5. % of plans meeting fidelity = \_\_\_\_\_\_\_\_\_
2. **Review summary data most recent Tier 3 tracking tool for each intervention**
3. **Intervention #1: Efficient FBA/BIP** 
   1. % of students responding = \_\_\_\_\_\_\_
   2. % of students graduating = \_\_\_\_\_\_\_
   3. % of students not responding = \_\_\_\_\_\_\_
   4. Based on data determine if changes are needed (ie. Fewer than 70% of students with efficient FBA/BIPs are responding)
   5. Review new students potentially entering this intervention
   6. Determine who and how to share this data at the April staff meeting
4. **Intervention #2: Team Based FBA/BIP \_\_\_\_**
   1. % of students responding = \_\_\_\_\_\_\_
      * *Share # of Requests for Assistance or # of students who met the data-based decision-rule*
      * *Determine if appropriate and refer to problem-solving conversation*
   2. % of students graduating = \_\_\_\_\_\_\_
   3. % of students not responding = \_\_\_\_\_\_\_
   4. Based on data determine if changes are needed (ie. Fewer than 70% of students with Team Based FBA/BIPs are responding)
   5. Review new students potentially entering this intervention
   6. Determine who and how to share this data at the April staff meeting
5. **Discuss possible professional development for all staff: reinforce interventions for increasing use of replacement behaviors**
6. Review the data – Does it warrant staff support?
   * Fidelity to intervention data
     + What are the average fidelity scores across plans?
     + What are the average fidelity scores across interventions, individual teachers, grade levels?
   * Review teacher, student and/or parent requests for assistance:
     + Are there types of behaviors that are being referred more than others (e.g. escape, peer attention, access to items)?
7. Review the potential strategies and reach consensus on additional strategies to adopt
   * **Reinforce strategies from PTR interventions handout**
8. Determine how to share intervention ideas with staff (April staff mtg.?)

**Discuss strategies to increase fidelity to FBA/BIP *process*: Increase use of baseline data collection when developing team based FBA/BIP**

1. Review the data – Does it warrant staff support?
   * Newly referred student problem solving meeting minutes (did the *team* complete all steps)?
   * Product review (do our plans include all essential elements of FBA/BIP)?
     + Are there areas that require prioritization such as coaching, progress monitoring, baseline data collection etc.?
2. Review the potential strategies and reach consensus on additional strategies to adopt
   * **IBRST – individual behavior rating scale tool: use online system**
3. Document on Tier 3 action plan next steps to address need

**Discuss needs for additional expertise**: **Build Tier 3 facilitator capacity to develop interventions for students with internalizing behaviors (anxiety)**

1. Review the data – Does it warrant staff support?
   * % of students responding to Tier III interventions: are there certain types of behaviors that aren’t responding?
   * DDRT data: are there types of behaviors that may be competing variables to plan success (e.g. substance abuse, intense physical aggression)
   * Review teacher, student and/or parent requests for assistance: Are there types of behaviors that are being referred more than others and do we have the resources to support?
2. Review the potential strategies and reach consensus on additional strategies to adopt
   * **Cognitive Behavioral Interventions for students with anxiety**
3. Document on Tier 3 action plan next steps to address need