

# 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. 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

**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 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?				