**Tier 2/3 Pre-Meeting Organizer**

School name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** To be completed before the Tier 2/3 Team meeting by each Intervention Coordinator. Review student progress monitoring data and count the total number of students participating and what response they are having (positive, questionable, or poor) and record below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Intervention** | **# of Students Participating** | **# of Students with Positive Response** | **# of Students with Questionable Response** | **# of Students with Poor Response** |
| Check-In, Check-Out |  |  |  |  |
| Relationship Building Intervention (e.g. mentoring) |  |  |  |  |
| Skill Building Intervention Group |  |  |  |  |
| Brief FBA/BIP |  |  |  |  |
| FBA/BIP |  |  |  |  |

 **Directions:** Write the names of students in the appropriate columns below:

|  |  |  |  |
| --- | --- | --- | --- |
| Students with **Positive Response,** Not ready for Fading (*These students do not need to be discussed at this time)* | Students with **Positive Response,** Eligible for Fading or Graduating(*Demonstrating positive response and meeting the data decision rule for fading or graduating)* | Students with **Questionable Response** | Students with **Poor Response** |
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The following guidelines provide a summary describing **positive**, **questionable**, and **poor** responses to intervention, and includes example decision resulting from the review of student data.

**Problem Solving Conversations: Guidelines for Interpreting Student Data and Making Decisions**

**Was Intervention implemented as intended?**

* If no: employ strategies to increase implementation integrity
* If yes: was the problem identified correctly?
* Is intervention aligned with the function?
* Are there other functions to consider?

Questionable Response

Gab between trend line and goal line stops widening but closure does not occur in an acceptable amount of time.

Poor Response

Gap between trend line and goal line continues to widen with no change in rate.

**Was Intervention implemented as intended?**

* If no: employ strategies to increase implementation integrity
* If yes: increase intensity of current intervention for a short period of time and assess impact
* If rate improves, continue
* If rate does not improve, return to problem solving

**Was Intervention implemented as intended?**

* Continue intervention with current goal
* Continue intervention with goal increased
* Teach self-management
* Fade intervention components

Positive Response

Gap between the trend line and the goal line is closing at an acceptable rate.