Tier 3 Action Team Agenda, Minutes and Problem-Solving Action Plan Form

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

Student: Action Team Members Present:

|  |  |
| --- | --- |
| • Meeting 1 | Discussion/Decision/Task (if applicable) |
|  | Document necessary information on *Tier 3 Student File Checklist* |
| Summarize record review and interview information |
| Identify specific antecedents and consequences of problem behavior in each identified context and generate a Summary Statement |
| Schedule observation(s): who, when, where |
| Schedule meeting 2 |
| • Meeting 2 | Discussion/Decision/Task (if applicable) |
|  | Document necessary information on *Tier 3 Student File Checklist* |
| Review and summarize observation information. Determine whether observation confirmed Summary Statement |
| If Summary Statement is not confirmed, determine details for additional observations and schedule next meeting |
| If Summary Statement is confirmed, develop Competing Behavior Pathway and identify strategies for BIP - setting event, antecedent, behavioral instruction, consequence, response to misbehavior, and safety plan |
| Develop BIP implementation plan |
| Develop monitoring and evaluation plan |
| Identify generalization and maintenance strategies |
| Schedule Meeting 3 |
| • Meeting 3 | Discussion/Decision/Task (if applicable) |
|  | Document necessary information on *Tier 3 Student File Checklist* |
|  | Review fidelity of implementation and social validity |
| Review progress monitoring data and make recommendations based on data |
| Schedule next review meeting |

|  |  |
| --- | --- |
| • Review Meetings | Discussion/Decision/Task (if applicable) |
|  | Document necessary information on *Tier 3 Student File Checklist* |
|  |  |
|  |  |
|  |  |

Other Issues:

Evaluation of Team Meeting (Mark your ratings with an “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 tracking whether we’re completing the tasks we agreed on at previous meetings? |  |  |  |
| 3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? |  |  |  |
| 4. Systems Check: In general, are the completed tasks having the desired effects on student behavior? |  |  |  |

If some of our ratings are “So-So” or “No,” what can we do to improve things?

*Adapted from Newton, Todd, Horner, Algozzine & Algozzine (2010)*