

Tier 2 Student Meeting Template

Meeting Date: 1/13/23	Teacher: Ms. Smith	Child: Johnny Jones	Birth date:
Team Members: Chelsey, Nicci, Sabrina, Meg			

Problem Solving Process

Brief Problem Description: Hits peers when they try to play with the toys in the area he is in.	
Precise Problem Statement: What? Hitting When? Centers Where? In the classroom Who? His peers Why? He appears to want to keep the toys, not share with peers.	Function: Obtain desired item/ activity Gain adult attention Gain peer attention Avoid adults Avoid peers Avoid tasks Sensory: obtain/ avoid
Current Levels: How often is the behavior occurring? Multiple times weekly	
Intervention Plan: Description of intervention / individualization Intensified Tier 1 Consider: <ul style="list-style-type: none"> Remove desired item Separate cars for just him Social story Teach table modeling with peer Reteaching friendship skills AAC/visuals to encourage turn taking What can I do to prevent the problem behavior? <ul style="list-style-type: none"> Remove cars from classroom What can I do if the problem behavior occurs? <ul style="list-style-type: none"> Prompt him to share toy or use his words (phrase needs to be taught). What new skills should I teach? <ul style="list-style-type: none"> Teach new phrases to use when applicable such as 2 more mins or it's my turn. How will they practice this new skill? <ul style="list-style-type: none"> At teach table with teacher in between 	

How will the student be prompted to use this new skill?

- Shown the “my turn” button or model it

How will this new skill be reinforced?

- When he uses his words of or uses the MY TURN button, the toy will remain with him for a short time (possibly the length of a visual/ hourglass timer).

How will information about what this intervention, and how they can support it at home be communicated?

- Will send home note/ email parents about language/ devices being used and encourage practicing & reinforcing at home.

Are there materials needed for home to support this new skill across settings?

- Possibly My Turn button to use with siblings.

Progress Monitoring Strategy:

What data will be collected and how often?

- Daily tally independent modeling of hitting the button (HOH, imitating, independently) or using phrases

When will this intervention be faded?

- **NEED TO DO:** create an intervention process for maintaining/ fading/ increasing/ changing AND/ OR look for Decision Criteria ([Tier 2 workbook on Padlet](#))

Implementation Monitoring Strategy:

Is the intervention implemented as planned?

- **NEED TO DO:** create or look for Intervention [Implementation Fidelity Checklists \(SA examples in Padlet\)](#)

Review Date: March 10, 2023

Outcome: Behaviors have reduced (per BIR data), tracking the use of “my turn” and new phrases.

Next Steps: Continue to use the intervention when opportunities are presented.

Review Date:

Outcome:

Next Steps:

Review Date:

Outcome:

Next Steps:

Review Date:

Outcome:

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