

Section IV: SBIT Initial Meeting Minutes Form

Purpose & Guidelines for Use:

At the initial SBIT meeting, the recorder writes down the essential information on the SBIT Initial Meeting Minutes Form. The completed form is considered a key part of the student's SBIT documentation and must be included in the student's SBIT folder. A copy or a summary of the initial meeting minutes should be made available to parents and/or to other educators who may work with the student.

School-Based Intervention Teams *Initial Meeting Minutes Form*



Meeting Information:

Student: _____ Grade/Room: _____

Meeting Date: _____ Start Time: _____ End Time: _____



Meeting Location: _____

Team Roles:

Facilitator: _____ Recorder: _____

Time-Keeper: _____ Case Liaison: _____

Others Attending: _____

Case Notes (Optional):

SBIT Introductory Script: Share With Referring Teacher @ Start of Initial Meeting

“Welcome to this initial School-Based Intervention Team meeting. We are meeting with you today to discuss concerns that you have about a student, _____.

The purpose of this meeting is for us all to work together to come up with practical ideas to help this student to be more successful in school. I am the facilitator for today’s meeting. The person taking notes during the meeting will be _____. The case liaison for this student is _____. The time-keeper for the meeting is _____.



You can expect this meeting to last about ____ minutes. By the time you leave, we should have a complete student intervention plan put together to help address your concerns.

Our team and you have a lot to do today and only limited time in which to do it. To help us to work efficiently and not waste your time, we will follow a structured problem-solving model that goes through several stages. Together, our team and you will:

- Assess your major concerns about the student
- Help you to pick the one or two most important student concerns for us to work on today
- Set specific student goals for improvement
- Design an intervention plan with strategies to help that student improve, and
- Decide how to share information about this plan with the student’s parent(s)

As the student’s teacher, you are the most important participant in this meeting. Please let us know at any time if you disagree with, or have questions about, our suggestions. Our meeting will not be a success unless *you* feel that the intervention ideas that we offer will address the student’s difficulties and are feasible for you to do.

Our meeting notes will document the student’s referral concerns and the intervention plan that we come up with. These notes may be shared with others who are not here today, including child’s parent(s) and the building administrator. However, we ask that everyone here keep the *conversations* that take place at this meeting confidential.

Do you have any questions?”

Step 1: Assess Teacher Concerns:

5 minutes

The case liaison and/or facilitator reviews information from the SBIT Referral Sheet, including teacher concerns.

(Optional) Additional Teacher/Staff Concerns/Information:



Step 2: Inventory Student Strengths, Talents & Reinforcers

5 minutes

List student strengths, talents, and/or positive incentives that the student finds motivating.

Hint: Strengths, talents, and motivating rewards can be good sources of ideas for intervention planning.



- _____
- _____
- _____

Step 3: Review Baseline Data:

5 minutes

The case liaison and/or facilitator reviews information from the SBIT Referral Sheet, including the SBIT Data Packet (ie: Baseline Data, Teacher Behavior Report Cards, Cum Folder Review)



Step 4: Select Target Teacher Concerns:

5-10 minutes

Define the top 1-2 concerns in **observable terms** (top 1-2 difficulties that most interfere with the student's functioning in the classroom):

Hint: Behavior problems should include relevant information about *frequency, duration, and/or intensity* of behavior (e.g., using data from Teacher Behavior Report Cards, direct observations).

Academic problems should have data regarding student *fluency and accuracy* in the area of concern (e.g., curriculum-based assessment), as well as information about *work completion*.



<p>1. _____ _____ _____ _____ _____ _____ _____</p>	<p><i>Reasons/Functions for Behavior</i></p> <table border="0"> <tr> <td>Behavioral</td> <td>Academic</td> </tr> <tr> <td><input type="checkbox"/> Lacks necessary skills</td> <td><input type="checkbox"/> Lacks necessary skills</td> </tr> <tr> <td><input type="checkbox"/> Has limited motivation</td> <td><input type="checkbox"/> Has limited motivation</td> </tr> <tr> <td><input type="checkbox"/> Seeks att'n from adults</td> <td><input type="checkbox"/> Struggling academically in current instructional placement</td> </tr> <tr> <td><input type="checkbox"/> Seeks att'n from peers</td> <td><input type="checkbox"/> Needs drill & practice</td> </tr> <tr> <td><input type="checkbox"/> Reacting to teasing/bullying</td> <td><input type="checkbox"/> _____</td> </tr> <tr> <td><input type="checkbox"/> Tries to escape from work demands or setting</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Seeks access to privileges, rewards</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Seeks sensory stimulation (e.g., playing with objects)</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td>_____</td> </tr> </table>	Behavioral	Academic	<input type="checkbox"/> Lacks necessary skills	<input type="checkbox"/> Lacks necessary skills	<input type="checkbox"/> Has limited motivation	<input type="checkbox"/> Has limited motivation	<input type="checkbox"/> Seeks att'n from adults	<input type="checkbox"/> Struggling academically in current instructional placement	<input type="checkbox"/> Seeks att'n from peers	<input type="checkbox"/> Needs drill & practice	<input type="checkbox"/> Reacting to teasing/bullying	<input type="checkbox"/> _____	<input type="checkbox"/> Tries to escape from work demands or setting	_____	<input type="checkbox"/> Seeks access to privileges, rewards	_____	<input type="checkbox"/> Seeks sensory stimulation (e.g., playing with objects)	_____	<input type="checkbox"/> _____	_____
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*Step 5: Set **ACADEMIC** Goals: Set observable, measurable, & realistic goals for change: 5-10 minutes*



DIBELS-PRE-LITERACY

<u>Baseline</u>	<u>Outcome/Goal</u> by the next SBIT mtng. (date: ____)
ISF: _____	_____
LNF: _____	_____
PSF: _____	_____
NWF: _____	_____

DIBELS ORF: In reading material at the _____ reading level, correctly read words per minute at baseline were _____.

Outcome Goal: The student will increase reading fluency by _____ words per instructional week.

By the next SBIT meeting (date: _____), the student will read _____ correctly read words per minute.

Monitoring Basic Skills Progress Software/Reading (Pro-Ed, Inc.): In reading passages at the _____ reading level, correctly completed cloze items (per 2.5 minutes) at baseline were _____

Outcome Goal: The student will increase correct responses on cloze passages by _____ per instructional week.

By the next SBIT meeting (date: _____), the student will correctly complete _____ cloze items.

Curriculum-Based Assessment in Mathematics: On computational worksheets made up of

_____ problem types, correctly computed digits (per 2 minutes) was _____

Outcome Goal: The student will increase computational fluency by _____ correct digits per week.

By the next SBIT meeting (date: _____), the student will correctly complete _____ correct digits on worksheets of this problem-type.

Curriculum-Based Assessment in Writing (Select 1 writing measure from the following choices):

In timed written compositions of 3 minutes, the student completed _____ correct items on the writing measure checked below:

____ number of correctly spelled words ____ number of words written
 ____ number of letters written ____ number of correct 'word sequences'

Outcome Goal: The student will increase the selected writing skill by _____ per instructional week.

By the next SBIT meeting (date: _____), the student will complete _____ of the writing behaviors noted above on a timed composition.

Other Data Collected: The following baseline information was collected on the referral concern:

Outcome Goal: The student will ____ increase ____ decrease on this measure by _____ per instructional week.

By the next SBIT meeting (date: _____), student performance on this outcome measure will be _____.

(Continued on Next Page)

*Step 5: Set **BEHAVIORAL** Goals: Set observable, measurable, & realistic goals for change* 5-10 minutes



Teacher Behavior Report Card: The student was rated on the following disruptive or otherwise problematic behavior(s):

1. _____: ___ frequencies, ___ percentages ___ point ratings
2. _____: ___ frequencies, ___ percentages ___ point ratings
3. _____: ___ frequencies, ___ percentages ___ point ratings

The average teacher rating at baseline for this/these behavior(s) was 1. _____ 2. _____ 3. _____

Outcome Goals: By the next SBIT meeting (date: _____):

the average teacher rating for problem 1 will ___ increase ___ decrease to _____ .

the average teacher rating for problem 2 will ___ increase ___ decrease to _____ .

the average teacher rating for problem 3 will ___ increase ___ decrease to _____ .

Direct Behavior Observation: The student observed for the following disruptive or otherwise problematic behavior(s):

Behavior 1. _____

Behavior 2. _____

Behavior 3. _____

At baseline, the student displayed behavior 1 on average **either** during _____% of observed intervals **or** _____ times per min/hr/day.

At baseline, the student displayed behavior 2 on average **either** during _____% of observed intervals **or** _____ times per min/hr/day.

At baseline, the student displayed behavior 3 on average **either** during _____% of observed intervals **or** _____ times per min/hr/day.

Outcome Goal: By the next SBIT meeting (date: _____):

the student will display target behavior 1 **either** during _____% of observed intervals **or** _____ times per min/hr/day

the student will display target behavior 2 **either** during _____% of observed intervals **or** _____ times per min/hr/day

the student will display target behavior 3 **either** during _____% of observed intervals **or** _____ times per min/hr/day

Where or when will this student be observed? (location, time, etc.) : _____

BOSS DATA: if different from peer data by 10% in any one category:

AET: _____%

OFT-M: _____%

PET% _____%

OFT-V: _____%

OFT-P: _____%

TOTAL ON-TASK: _____%

TOTAL OFF-TASK: _____%

GOAL: Increase _____ behavior by _____%. GOAL: Increase _____ behavior by _____%.

GOAL: Decrease _____ behavior by _____%. GOAL: Decrease _____ behavior by _____%.

Other Data Collected:

The following baseline information was collected on the referral concern _____

Outcome Goal: The student will ___ increase ___ decrease on this measure by _____ per instructional week.

By the next SBIT meeting, student performance on this outcome measure will be _____.

Step 6: Design an Intervention Plan:

15-20 minutes

Concern(s) 1 and/or 2: _____

Describe the intervention and any resources necessary for its implementation.

Note: With treatment integrity in mind, **be specific and provide as much detail as possible.**



- When will the intervention start? _____
- Where will the intervention take place? _____
- Who will be responsible for carrying out this intervention plan? _____

- What (if any) special instructional or behavioral program materials/resources or training is needed for this intervention? (Please specify):

- At what date and time will the case liaison check in with the teacher about the intervention?

- Intervention Integrity: How will the implementation of this intervention be monitored? (i.e.-Was the intervention implemented as designed?)

- How acceptable is the intervention to the classroom teacher?

1	2	3	4	5
Low		Medium		High

*Step 7: Method of Monitoring Progress**5 minutes*

Attempt to use the same method of collecting progress monitoring data as was used for baseline data collection (see Step 5)

Who will monitor? _____

Frequency of monitoring _____

Method of measurement: check all that apply

DIBELS –Pre lit. DIBELS-ORF CBA Writing MBSP
 ISF gr. lvl. gr. lvl.
 LNF
 PSF
 NWF CBA math (Identify skill: _____)

Direct Behavior Observation TBRC Other: (specify: _____)



Step 8: Plan how to share meeting information with the student's parent(s):
5 minutes

- Who will share meeting information with the student's parent(s)?

- (If applicable) What are days/times that representatives of the SBIT Team are available to meet with the parent(s)?

*Step 9: Review the intervention & monitoring plans**5 minutes*

At the close of the meeting:

- The recorder reviews the main points of the intervention & monitoring plans with the team.
- The team selects a meeting date and time for the follow-up SBIT meeting:

Please note: date should be selected 6-8 weeks from start of intervention-see step 6 for start date of intervention

Next meeting date & time: _____

- The case liaison reviews the agreed-upon time within the next school week to meet with the referring teachers.
- The team completes the debriefing form.



SBIT Team Meeting Debriefing Form



Directions: As a Team, rate your group's performance at today's initial SBIT meeting on the items below. If your group rates any of the items as "No" or "Partly", take a moment to discuss what factors led to this rating.

	YES	PARTLY	NO
1. Does the Team feel that overall it closely followed the 9 steps of the initial meeting format?	1	2	3
2. Are the meeting minutes filled out completely?	1	2	3
3. Were all the members given an opportunity to participate?	1	2	3
4. Was the referring teacher supportive about the intervention plan?	1	2	3
5. Did the team use the meeting time efficiently?	1	2	3
6. Was the SBIT Teaching Assistant's Baseline Data			
• reviewed	1	2	3
• used to make decisions?	1	2	3
7. Were the target behavioral and/or academic concern(s) clearly defined in observable terms? (step 4)	1	2	3
8. Were the intervention plans clearly and specifically defined?	1	2	3
9. Did the team determine how the intervention integrity would be monitored?	1	2	3

(Optional) What are some additional ideas that the group has for helping this particular teacher to successfully carry out the intervention plan?
