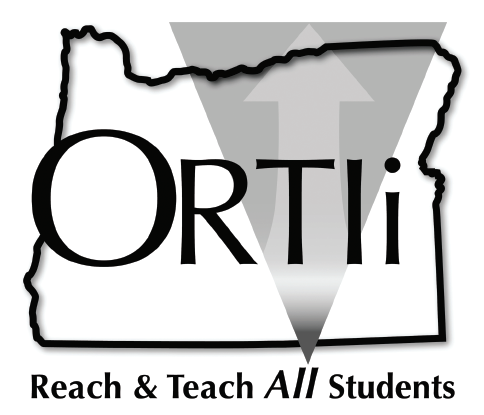
***Group Intervention Review Meeting Agenda***

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**Before the Meeting**

* Collect the following data for students receiving interventions
  + Progress monitoring data
  + Intervention assessment data
  + Core literacy assessment data (if available)
* Group student data by intervention class

**During the Meeting:**

* Follow Group Intervention Review Meeting Guidelines
* Document changes for intervention groups or individual students
* Notify parents (if necessary)

**Following the Meeting:**

* Implement changes to the intervention group/individual students

**Group Intervention Review Meeting Guidance Document**

Intervention Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intervention Curriculum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Intervention Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List students who meet the exit criteriaaccording to the decision rules? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Create an exit plan for each student.)

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| 1. **PROBLEM IDENTIFICATION**   **(Is this a group problem or an individual student problem?)** | |
| Based on progress monitoring data: | |
| **Are most students in the group unsuccessful?**  *(Fewer than 70% of the students making adequate growth)*  Move to **Part A: Analyzing the Intervention Group.** | **Are most students in the group successful?**  *(Greater than 70% of the students making adequate growth)*  **Celebrate** and move to **Part B: Analyzing the Individual Student** for students who are not successful. |

**Part A: Analyzing the Intervention Group**

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| **2A. GROUP PROBLEM ANALYSIS** | | |
| * Is the curriculum evidence based? * Are we delivering all components of the intervention as intended? * Does the person delivering the intervention have training on the curriculum? | | |
| ***Instruction –*** *Analyze the following for the group:* | | |
| * Sufficient modeling and guided practice prior to independent practice (I do, we do, we do, we do, we do, you do) * High rate of opportunities to respond * Adequate Performance Feedback | | * Effective pace of instruction * Build background knowledge * Sufficient Review * Other |
| ***Curriculum*** *– Analyze the following for the group:* | | |
| * Appropriate match between group skill needs and intervention focus * Difficulty level of materials matches group instructional level (frustrational, instructional, or independent) * Curriculum lessons designed to allow students to “catch up” * Other | | |
| ***Environment –*** *Analyze the following for the group:* | | |
| * Physical setup of classroom is free from distractions and conducive to student learning * Appropriate classroom management * Other | | |
| **3A. GROUP PLAN DEVELOPMENT**  **Record plan for intervention group based on analysis above** | | |
| ***Instruction -*** | ***Curriculum –*** | |
| ***Environment –*** | |

**Group Intervention Review Meeting Agenda**

**Part B: Analyzing the Individual Student**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intervention Curriculum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Intervention Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **2B. INDIVIDUAL STUDENT PROBLEM ANALYSIS** | | |
| * Did the student have adequate attendance during the intervention?   Number of interventions sessions attended \_\_\_\_\_\_\_\_ Number of sessions available \_\_\_\_\_\_\_\_\_  Percentage of sessions attended \_\_\_\_\_\_\_\_\_ | | |
| ***Instruction –*** *Analyze the following for the individual student:* | | |
| * Sufficient modeling and guided practice prior to independent practice (I do, we do, we do, we do, we do, you do) * High rate of opportunities to respond * Adequate Performance Feedback | | * Effective pace of instruction * Build background knowledge * Sufficient Review * Other |
| ***Curriculum*** *– Analyze the following for the individual student:* | | |
| * Appropriate match between student skill needs and intervention focus * Difficulty level of materials matches student instructional level (frustrational, instructional, or independent) * Curriculum lessons designed to allow the student to “catch up” * Other | | |
| ***Environment –*** *Analyze the following for the individual student:* | | |
| * Physical setup of classroom is free from distractions and conducive to the student’s learning * Appropriate behavior supports provided to the student * Other | | |
| ***Learner –*** *Analyze the following for the individual student* | | |
| * Language factors * Cultural factors * Social-emotional factors | * Physical factors, i.e., glasses, health, developmental * Other | |
| **3B. INDIVIDUAL STUDENT PLAN DEVELOPMENT**  **Record plan for individual student based on analysis above** | | |
| ***Instruction -*** | ***Environment –*** | |
| ***Curriculum –*** | ***Learner –*** | |

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| **Implement the new intervention with the agreed upon changes for 6-10 weeks, then repeat this process.** \**If an individual student fails to make adequate progress after 2 group interventions, consider Individual Problem Solving for that student.* |