***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 –*** |

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**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.* |