Group Intervention Review Meeting Agenda

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 criteria according to the decision rules? ______________________
____________________________________________________________________________________ (Create an exit plan for each student.)

1. PROBLEM IDENTIFICATION
(Is this a group problem or an individual student problem?)

<table>
<thead>
<tr>
<th>Are most students in the group unsuccessful?</th>
<th>Are most students in the group successful?</th>
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<tbody>
<tr>
<td>(Fewer than 70% of the students making adequate growth)</td>
<td>(Greater than 70% of the students making adequate growth)</td>
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Part A: Analyzing the Intervention Group

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** –
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** –

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.*