

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?)	
Based on progress monitoring data:	
<p>Are most students in the group unsuccessful? <i>(Fewer than 70% of the students making adequate growth)</i> Move to Part A: Analyzing the Intervention Group.</p>	<p>Are most students in the group successful? <i>(Greater than 70% of the students making adequate growth)</i> Celebrate and move to Part B: Analyzing the Individual Student for students who are not successful.</p>

Part A: Analyzing the Intervention Group

2A. GROUP PROBLEM ANALYSIS	
<ul style="list-style-type: none"> 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? 	
<p>Instruction – Analyze the following for the group:</p>	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Effective pace of instruction Build background knowledge Sufficient Review Other
<p>Curriculum – Analyze the following for the group:</p>	
<ul style="list-style-type: none"> 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 	
<p>Environment – Analyze the following for the group:</p>	
<ul style="list-style-type: none"> 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	
<p>Instruction -</p>	<p>Curriculum –</p>
	<p>Environment –</p>

Group Intervention Review Meeting Agenda
Part B: Analyzing the Individual Student

Student's Name: _____ Grade: _____ Date: _____
 Intervention Curriculum: _____ Intervention Teacher: _____

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:

- | | |
|--|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Language factors • Cultural factors • Social-emotional factors | <ul style="list-style-type: none"> • 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.

