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:

Are most students in the group unsuccessful?	Are most students in the group successful?
(Fewer than 70% of the students making adequate growth)	*(Greater than 70% of the students making adequate growth)*
Move to **Part A: Analyzing the Intervention Group.**	**Celebrate** and move to **Part B: Analyzing the Individual Student** for students who are not successful.

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 –

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:*

• 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.

ORTIi
Reach & Teach *All* Students