Group Intervention Review Meeting Agenda

Reach & Teach *All* Students

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.)

<table>
<tr><td colspan="2">1. PROBLEM IDENTIFICATION
(Is this a group problem or an individual student problem?)</td></tr>
<tr><td colspan="2">Based on progress monitoring data:</td></tr>
<tr><td><u>Are most students in the group unsuccessful?</u>

(Fewer than 70% of the students making adequate growth)
Move to Part A: Analyzing the Intervention Group.</td><td><u>Are most students in the group successful?</u>

(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.</td></tr>
</table>

Part A: Analyzing the Intervention Group

<table>
<tr><td colspan="2">2A. GROUP PROBLEM ANALYSIS</td></tr>
<tr><td colspan="2">

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?

</td></tr>
<tr><td colspan="2">Instruction – Analyze the following for the group:</td></tr>
<tr><td>

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

</td><td>

Effective pace of instruction
Build background knowledge
Sufficient Review
Other

</td></tr>
<tr><td colspan="2">Curriculum – Analyze the following for the group:</td></tr>
<tr><td colspan="2">

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

</td></tr>
<tr><td colspan="2">Environment – Analyze the following for the group:</td></tr>
<tr><td colspan="2">

Physical setup of classroom is free from distractions and conducive to student learning
Appropriate classroom management
Other

</td></tr>
<tr><td colspan="2">3A. GROUP PLAN DEVELOPMENT
Record plan for intervention group based on analysis above</td></tr>
<tr><td>Instruction -</td><td>Curriculum –

Environment –</td></tr>
</table>

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.