National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

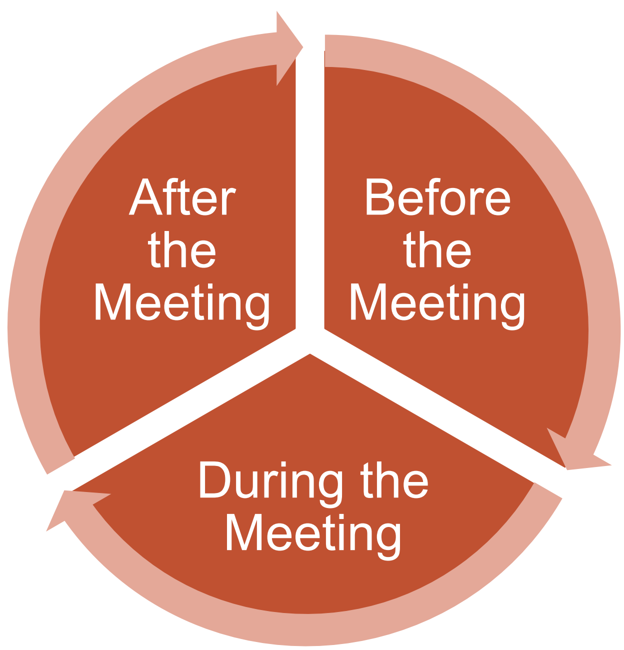
Intensive Intervention Meeting Facilitator's Guide

The following facilitator's guide provides a structure and process that teams may use to analyze data, design intensive intervention plans, and adapt or intensify the student's plan. The facilitator, in consultation with the team, should modify the content of the script and agenda times as needed. This process and guide can be used to design the initial intensive intervention plan for a student who is nonresponsive to a validated intervention program or to monitor student progress and intensify the plan when needed.

The intensive intervention meeting materials are intended to support meetings about students who are not responding to their validated intervention program or individualized intervention plan. Prior to scheduling an intensive intervention meeting, the facilitator should check in with the teacher or interventionist working with the student to confirm whether a meeting is necessary based on student response to their current intervention.

- If the student is responding and the teacher has no questions or challenges to raise with the team, then it is not necessary to hold an intensive intervention meeting and the facilitator should check back in 4–6 weeks.
- If the student fails to show adequate progress in the future, then an intensive intervention meeting can be scheduled to review their progress and identify necessary adaptations.

This guide is divided into three sections.



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Before the Meeting

The facilitator is responsible for identifying whether a meeting is needed, ensuring that the meeting has been scheduled and that participants have been invited and are available to attend, identifying participant roles, and reviewing and preparing meeting materials (e.g., agenda, participant guide, student summary information). The team composition may vary based on available staff and student needs.

The key roles and example of potential team members include the following:

Roles	Potential Team Members
▪ **Facilitator:** Explains the purpose of the meeting and keeps the participants on task. ▪ **Referring teacher:** Completes premeeting student summary form, describes the student, and shares student data during the meeting. ▪ **Scribe:** Takes informal notes and tracks brainstorming ideas in a visible space. ▪ **Timekeeper:** Times each section of the meeting and helps the team adhere to the allotted time. ▪ **Note-taker:** Takes formal notes for documentation using a template.	▪ Referring teacher or intervention provider ▪ Content specialist ▪ Administrator ▪ Coach ▪ School psychologist ▪ Social worker ▪ Special educator ▪ English as a second language or English language development instructor ▪ General educator or classroom teacher ▪ Parent (as available and appropriate)

It is important to ensure that the team includes members who have knowledge of the student, expertise in data analysis, expertise in content, and authority to make decisions. If team members cannot attend the meeting (e.g., parents), gather information from them prior to the meeting to help inform the discussions and planning.

Collecting and sharing student information and data are critical activities that must occur before an intensive intervention meeting. It is important that the team get a holistic sense of the student, including relevant background information, current performance and supports, previously attempted intervention(s), and other relevant data. Prior to the meeting, the facilitator should ensure the following:

- The teacher or interventionist has completed the Student Summary Form or compiled sufficient documentation about the student's strengths and areas of concerns, data for analysis and planning, and current and previous interventions and supports. Initially, the facilitator may need to support the referring teacher by compiling this information into a concise, thorough, and accessible format. If the referring teacher has not summarized student information, the facilitator may determine that it is necessary to reschedule the meeting.
- Documentation is accessible to all team members.
- The meeting space, whether virtual or in-person, allows the team to view visual data (e.g.., progress monitoring graphs, data reports) and collaboratively brainstorm during the meeting.

During the Meeting

During the meeting, the facilitator explains the purpose of the meeting and keeps the participants on task. The table that follows can be used to guide the meeting discussions at each step of the meeting.

Step	Who	Time
1. Introduce the meeting and review its purpose During this step, the facilitator sets the stage for an efficient and effective meeting by doing the following: ▪ Briefly welcoming the team and the referring teacher and introducing any new members, if needed. ▪ Explaining that the purpose of the meeting is to analyze student data, develop a hypothesis for why the student is not responding, brainstorm and prioritize evidence-based strategies to intensify the intervention, and create or revise the student's intervention plan. ▪ Reviewing established norms and the agenda for the meeting and assigning team roles if not previously done (see previous section).	Facilitator	2 min.
2. Describe the student and share data The referring teacher will briefly describe the student, summarize relevant student data, describe the current intervention, and share their initial hypothesis based on data. The teacher is intentionally limited to 5 minutes so that the focus of the meeting can be on identifying evidence-based strategies to address the hypothesis and plan for next steps. As a result, the teacher will need to summarize relevant data succinctly. During initial implementation and when educators are new to the teaming process, the facilitator may need to take a more active role prior to the meeting in supporting the teacher in the process. During the meeting, the facilitator may need to do the following: ▪ Prompt the teacher to • identify the student's strengths and areas of concern; • briefly summarize the current intervention plan, relevant prior supports, and any implementation challenges that may have impacted student responsiveness; and • review relevant student data. ▪ Encourage the teacher to provide an objective review guided by data and refrain from "admiring the problem" or recommending the team's response (e.g., he needs special education, she needs a different intervention, we need to move him). ▪ Remind team members to allow the teacher to finish the student data presentation before asking questions or making any comments. ▪ Prior to the end of this step, ask the teacher to briefly share their draft hypothesis. For example, ask, "What are your thoughts about why the student is not responding as expected or engaging in the problem behavior?"	Referring teacher	5 min.

Step	Who	Time
3. Ask clarifying questions to create a hypothesis The team asks clarifying questions and develops a written hypothesis for why the student is not responding as expected (e.g., skill deficit, function of behavior, environment). The facilitator's primary role is to ensure the team comes to consensus on the hypothesis and avoids offering solutions or next steps prematurely. Although there are many ways to structure a hypothesis, one suggestion is for the facilitator to use the following question structure when refocusing the team: "Are you thinking that if (*what the student needs, such as more practice opportunities*), then the student will (*behavior we hope to see, such as increase reading accuracy or academic engagement*)?" To support this step, it may be helpful to do the following: ▪ Refer the team to the Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank. ▪ Prompt the team to consider the following: • Current intervention plan and contributing behavioral and academic factors • Dimensions of the Taxonomy of Intervention Intensity • Existing data based on the intervention plan • Student needs and performance information • Other contributing factors that may impact sufficient progress such as implementation fidelity data (e.g., review data from Student Intervention Implementation Log or other fidelity data, if available) ▪ Determine whether adequate data are available to develop the hypothesis or identify additional diagnostic data sources that may be necessary to inform the planning process. If it is determined that additional data are necessary to inform the plan, skip Step 4 and develop a plan for collecting additional data and reconvening the meeting after the data are collected. ▪ Redirect the team to focus on variables in the hypothesis statement that can be altered and to avoid including specific interventions or programs in the hypothesis. For example, teams should avoid hypotheses like "If the student received special education, he could improve his reading scores." Hypothesis statements should support the selection of evidence-based strategies in the next step.	Team	5 min.

Step	Who	Time
4. Review evidence-based strategies for intensification The facilitator guides the team in brainstorming evidence-based strategies to address the written hypothesis. It is recommended that the scribe record the team's responses on a white board or other method, whether through virtual or in-person technology, to facilitate discussion and prioritizing of strategies in Step 5. The facilitator should encourage the team to do the following: ▪ Ensure that all strategies align to the hypothesis developed in Step 3. ▪ Use the dimensions of the Taxonomy of Intervention Intensity to guide potential areas for intensification and refer to the Intensification Strategy Checklist Handout, as needed. ▪ Encourage all team members to participate in the discussion. For those new to the process, the Intensification Strategy Checklist Handout can help them offer potential strategies. ▪ Consider the evidence-base of the strategies being identified. Make note of strategies for which the team should examine the evidence base. ▪ During initial brainstorming, consider all possible adaptations and strategies, not just those "currently available," and discourage the team from evaluating each response (e.g., "That won't work," "We tried that," "We should do that"). ▪ Refer to notes from previous meetings, if needed. ▪ Make sure the scribe records all possible adaptations and strategies that are discussed. While they may not be selected for the student at this time, they may be relevant for future discussions if the student continues to not respond as expected.	Team	8–10 min.
5. Prioritize and plan The team prioritizes which adaptation or strategy may be most effective and should be attempted first, using the chart in the "Intensive Intervention Meeting Note-Taking Template" if needed. Based on that information, the team develops or updates the plan for delivering the intensive intervention. Consider using the Intervention Plan (For Small Groups or Individual Students) to document the student's plan. The facilitator should do the following: ▪ Consider using the following system to categorize, while the scribe records: 1 = Will try right away. 2 = Will consider trying in the future. 3 = Have already attempted. 4 = Need to research further. ▪ Ensure that teacher's input is heard when prioritizing and planning for the intervention. ▪ Ensure that a plan is created that includes • the person responsible for each step or aspect of the plan, • a timeline for each part of the plan, • a clearly defined goal and method for progress monitoring, and • any other next steps needed. ▪ Encourage the team to consider the feasibility of the plan and what supports the teacher needs to implement the plan.	Team	5–7 min.

Step	Who	Time
6. Wrap-up and establish next steps The facilitator establishes a date and time for a follow-up meeting and ensures team members understand their roles and next steps. Before closing the meeting, it is important to clarify how the plan will be communicated to other relevant teachers and the student's parent(s). Consider the following when scheduling the follow-up meeting: ▪ Ensure that there is sufficient time for the plan to be implemented with fidelity and for the teacher to collect at least six to eight data points. For behavior interventions with daily data collection, this may be as soon as 2 weeks. However, for an academic intervention being monitored using a weekly progress monitoring tool, the team may decide to meet again in 6–8 weeks. ▪ If the team determined that they needed to collect additional data prior to revising the plan, the meeting should reconvene as soon as the additional data have been collected, but at least within the 2 weeks to review the additional information and develop a plan for intensification. In addition, the facilitator will ▪ Ensure a plan is in place for how and where the student's plan will be documented and disseminated to teachers and team members. ▪ Ensure that there is a plan to communicate the changes or send a new plan to the parent(s). ▪ Ensure that all team members are clear on their next steps for implementing the plan.	Facilitator	3 min.

After the Meeting

After the meeting, the facilitator will follow up on the next steps identified during step 6. Next steps are as follows:

- Ensuring the follow up meeting is scheduled.
- Confirming the plan has been documented and shared with relevant educators and team members.
- Confirming information has been shared with parent(s).
- Checking in with the referring teacher regarding the intervention implementation and data collection.