

Preparing for the Meeting Guidance Document

Purpose: 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. Creating a form or having a system for compiling and documenting this information will help expediate the information gathering prior to the meeting and sharing of student data during the meeting.

NCII provides a [sample student summary form](#) that can be filled out for students to support this process. Although there is no set form that teams must use to prepare for the intensive intervention meeting, teams should ensure that their documentation is—

- ✓ Concise—ideally a “snapshot” of a student.
- ✓ Thorough—includes important background information and data.
- ✓ Objective—uses data rather than opinion.
- ✓ Accessible—available to all team members prior to the meeting.

Information that should be compiled before a meeting includes the following:

1. Student Demographic and Background Information

- Include basic information, such as name, age, grade, and date of birth. For English learners, include first language and time in country, as relevant.
- Identify and describe any special services the student currently or has previously received:
 - Individualized education program (IEP)
 - 504 plan
 - English language services
 - Dyslexia instruction
 - Gifted and talented
 - Counseling
 - MTSS/RTI Tier 2 Intervention
 - MTSS/RTI Tier 3 Intervention
 - Other, please describe
- Describe results of any communication with previous teachers about the student’s prior performance.
- Summarize communication with the parents/guardian and previous efforts to address the concerns with the parent/guardian.

2. Summary of Strengths and Areas of Concern

- Describe the student's strengths.
- Identify and briefly describe all areas of concern.

3. Summary of Student Data

- Summarize relevant data, including the following:
 - Scores on standardized state assessments
 - Scores on district-wide or school-wide assessments (e.g., screening data, common assessments, benchmark assessments)
 - Student's current grades
 - Attendance records
 - Diagnostic data including work samples
 - Behavior data (e.g., office disciplinary referrals, daily report cards from current year, historical data)
 - Progress monitoring data and other formative assessments
- Attach copies of graphed progress monitoring data from current and previous interventions.
- Attach a copy of previously summarized performance data (e.g., summary reports).

4. Current and Previous Intervention(s)

- Attach the [student's intervention plan](#) or describe the current intervention, including its design and delivery.
- Considerations for describing the intervention design include the following:
 - Goal of the intervention
 - Strength or evidence based of intervention
 - Dosage (i.e., frequency, duration, group size)
 - Target area (i.e., the skills/function of behavior is the intervention designed to address)
 - Behavioral supports provided during academic intervention or alignment of academic supports for behavior interventions
- Considerations of describing the delivery approach include the following:
 - Person(s) responsible for delivering the intervention
 - Setting (i.e., location, potential distractions, time of day)
 - [Fidelity of implementation](#), including adherence, exposure, and engagement.
- Describe other interventions (if any) that have been attempted previously.

5. Description of Primary Area of Concern/Hypothesis

- Summarize the primary area(s) of concern and what is the desired outcome.
- Summarize potential reasons (i.e., skill deficit or function of behavior) that may be contributing to the student's performance.