

RTI Team: Initial Meeting Minutes Form: Elementary Level

Step 1: Assess Teacher Concerns	Allotted Time: 5 Minutes
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Review concerns listed on the RTI Teacher Referral Form with the referring teacher and team. List primary concerns.

Step 2: Inventory Student Strengths & Talents	Allotted Time: 5 Minutes
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List student strengths, talents, and/or any preferred activities or incentives that motivate the student:

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- ---
- ---

Step 3: Review Background/Baseline Data	Allotted Time: 5 Minutes
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Review any background or baseline information collected on the student (e.g., attendance and office disciplinary referral records, student grades, Curriculum-Based Measurement data, Daily Behavior Report Card ratings, direct-observation data, etc.)

Adapted from the School-Based Intervention Team Project Complete Forms & Related Resources, available at: <http://www.interventioncentral.org/html/docs/interventions/sbit.php>. Used with permission.

Step 4: Select Target Teacher Concerns	Allotted Time: 5-10 Minutes
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Define the top 1-2 concerns in observable terms (top 1-2 difficulties that most interfere with the student's functioning in the classroom):

Hint: Behavior problems should include relevant information about *frequency*, *duration*, and/or *intensity* of behavior (e.g., using data from Teacher Behavior Report Cards, direct observations). Academic problems should have data regarding student *fluency* and *accuracy* in the area of concern (e.g., curriculum-based assessment), as well as information about *work completion*.

<p>1. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><i>Reasons/Functions for Behavior</i></p> <table border="0"> <tr> <th>Behavioral</th> <th>Academic</th> </tr> <tr> <td><input type="checkbox"/> Lacks necessary skills</td> <td><input type="checkbox"/> Lacks necessary skills</td> </tr> <tr> <td><input type="checkbox"/> Has limited motivation</td> <td><input type="checkbox"/> Has limited motivation</td> </tr> <tr> <td><input type="checkbox"/> Seeks att'n from adults</td> <td><input type="checkbox"/> Struggling academically in current instructional placement</td> </tr> <tr> <td><input type="checkbox"/> Seeks att'n from peers</td> <td><input type="checkbox"/> Needs drill & practice</td> </tr> <tr> <td><input type="checkbox"/> Reacting to teasing/bullying</td> <td><input type="checkbox"/> _____</td> </tr> <tr> <td><input type="checkbox"/> Tries to escape from work demands or setting</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Seeks access to privileges, rewards</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Seeks sensory stimulation (e.g., playing with objects)</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td>_____</td> </tr> </table>	Behavioral	Academic	<input type="checkbox"/> Lacks necessary skills	<input type="checkbox"/> Lacks necessary skills	<input type="checkbox"/> Has limited motivation	<input type="checkbox"/> Has limited motivation	<input type="checkbox"/> Seeks att'n from adults	<input type="checkbox"/> Struggling academically in current instructional placement	<input type="checkbox"/> Seeks att'n from peers	<input type="checkbox"/> Needs drill & practice	<input type="checkbox"/> Reacting to teasing/bullying	<input type="checkbox"/> _____	<input type="checkbox"/> Tries to escape from work demands or setting	_____	<input type="checkbox"/> Seeks access to privileges, rewards	_____	<input type="checkbox"/> Seeks sensory stimulation (e.g., playing with objects)	_____	<input type="checkbox"/> _____	_____
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Step 5: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring
Allotted Time: 5 Minutes

Fill out the details for each intervention goal (to a maximum of two) in the table below. At the bottom of the table, you will combine the elements of the goal into a single student 'goal-statement'. NOTE: For help in completing this section, refer to the *RTI Team Companion Guide* in

Intervention Goal 1	Intervention Goal 2
1. Describe in measurable, observable terms the behavior that is to be changed (taken from Step 4): _____	1. Describe in measurable, observable terms the behavior that is to be changed (taken from Step 4): _____
2. What is the target date to achieve this goal? _____/_____/_____	2. What is the target date to achieve this goal? _____/_____/_____
3. Is the goal for the behavior listed in step 2 to be: ____ increased? or ____ decreased?	3. Is the goal for the behavior listed in step 2 to be: ____ increased? or ____ decreased?
4. What are the conditions under which the behavior <i>typically appears</i> (problem behaviors) or <i>should be displayed</i> (desired behaviors)? _____	4. What are the conditions under which the behavior <i>typically appears</i> (problem behaviors) or <i>should be displayed</i> (desired behaviors)? _____
5. What is the goal (level of proficiency) that the student is expected to achieve by the date listed in number 2 above? _____	5. What is the goal (level of proficiency) that the student is expected to achieve by the date listed in number 2 above? _____
6. What measure(s) will be used to monitor student progress? a. _____ b. _____	6. What measure(s) will be used to monitor student progress? a. _____ b. _____
7. How frequently will this student goal be monitored? (e.g., weekly?, daily?) _____	7. How frequently will this student goal be monitored? (e.g., weekly?, daily?) _____
8. Who is responsible for monitoring this student goal? _____	8. Who is responsible for monitoring this student goal? _____
9. Write a goal statement based on your responses: By the target date of _____, [Step 2: Target date] when _____, [Step 4: Conditions in which the behavior is likely to appear] the student will increase / decrease the behavior _____ [Step 1: Definition of behavior] to achieve the goal of _____ [Step 5: Proficiency goal]	9. Write a goal statement based on your responses: By the target date of _____, [Step 2: Target date] when _____, [Step 4: Conditions in which the behavior is likely to appear] the student will increase / decrease the behavior _____ [Step 1: Definition of behavior] to achieve the goal of _____ [Step 5: Proficiency goal]

Step 6: Design an Intervention Plan	Allotted Time: 15-20 Minutes
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Intervention Script Builder

Date the intervention will begin: _____

Intervention Check	Intervention Preparation Steps: Describe any preparation (creation or purchase of materials, staff training, etc.) required for this intervention.	Person(s) Responsible
This step took place Y__ N__	1. _____	
This step took place Y__ N__	2. _____	
This step took place Y__ N__	3. _____	

Intervention Check	Intervention Steps: Describe the steps of the intervention. Include enough detail so that the procedures are clear to all who must implement them.	Person(s) Responsible
This step took place Y__ N__	1. _____ _____	
This step took place Y__ N__	2. _____ _____	
This step took place Y__ N__	3. _____ _____	
This step took place Y__ N__	4. _____ _____	
This step took place Y__ N__	5. _____ _____	
This step took place Y__ N__	6. _____ _____	

Research Citation(s) / References: If possible, list the published source(s) that make this a 'scientifically based' intervention.

Intervention Quality Check: How will data be collected to verify that this intervention is put into practice as it was designed? (Select at least one option.)

- ☐ Classroom Observation: Number of observations planned? _____

Person responsible for observations?: _____

- ☐ Teacher Intervention Rating Log: How frequently will the teacher rate intervention follow-through?

Daily____ Weekly ____

- ☐ Teacher Verbal Report: Who will check in with the teacher for a verbal report of how the intervention is progressing? _____

Approximately when during the intervention period will this verbal 'check in' occur? _____

- ☐ Rating Intervention Follow-Through: Select either the classroom teacher/teaching team or an outside observer to rate the quality of the intervention and check the appropriate set of directions below.

____ *Teacher/Teaching Team Directions:* Make copies of this intervention script. Once per week, review the steps in the intervention script and note (Y/N) whether each step was *typically* followed. Then write any additional notes about the intervention in the blank below

____ *Independent Observer Directions:* Make copies of this intervention script. At several points during the intervention, make an appointment to observe the intervention in action. While observing the intervention, go through the steps in the intervention script and note (Y/N) whether each step was typically followed. Then write any additional notes about the intervention in the space below

Intervention Observation Notes: _____

Step 7: Plan to Contact Parents Allotted Time: 5 Minutes

Who will share a copy of the minutes from this meeting with the student's parent(s) and when?

Step 8: Review the Intervention & Monitoring Plans Allotted Time: 5 Minutes
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At the close of the meeting:

- ☐ The recorder reviews the main points of the intervention & monitoring plans with the team.
- ☐ The team selects a date and time for the follow-up RTI Team meeting on this student.
(NOTE: Generally, follow-up meetings are scheduled 6-8 instructional weeks from the start date of the intervention (Step 6).

Next meeting date & time: _____

- ☐ The case manager reviews the agreed-upon time within the next school week to meet with the referring teacher(s):

Date and time for case manager to meet with the referring teacher(s): _____

- ☐ The team completes the RTI Team Debriefing Form.