

Initial Meeting Form (15 minutes)

Meeting Information:		
Student: _____	Grade: _____	Teacher: _____
Meeting Date: _____	Start Time: _____	End Time: _____
Team Roles: <i>Prior to meeting a facilitator, recorder, time-keeper, and coach will be designated.</i>		
Facilitator: _____	Recorder: _____	
Time-Keeper: _____	Coach: _____	

STEPS	MINUTES
1. Review History and Define Problem: Major concerns / Interventions tried <p style="margin-left: 20px;"><u>Questions:</u> Team members ask questions to further gather information.</p>	2 minutes
2. Define top 1- 2 concerns (measurable terms): Current data, work completion 1. 2.	2 minutes
3. Restate problem into realistic, measurable goals. What do you want student to do?	2 minutes
<input type="checkbox"/> Reading:	<p>Baseline: At the _____ reading level, the student correctly read _____ words per minute.</p> <p>Goal: The student will increase reading fluency by _____ words per instructional week. By the next meeting (date _____), the student will correctly read _____ words per minute.</p>
<input type="checkbox"/> Math:	<p>Baseline On computational worksheets made up of _____ problem types, student correctly computed _____ problems per 2 minutes.</p> <p>Goal: The student will increase computational fluency by _____ correct digits per week. By the next meeting (date _____), the student will correctly compute _____ problems.</p>

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<input type="checkbox"/> Writing:	<p>Baseline: In timed written compositions of 3 minutes, the student completed _____ correct items on the writing measure checked below: _____ number of correctly spelled words _____ number of words written _____ number of correct "word sequences" _____ number of letters written</p> <p>Goal: The student will increase the selected writing skill by _____ per instructional week.</p>	
<input type="checkbox"/> Behavior:	<p>The student displayed the following disruptive or other problematic behavior(s): Behavior 1: _____</p> <p>At baseline, the student displayed behavior 1 on an average either during _____% of observed intervals or _____ times per min/hr/day.</p> <p>Goals: By the next meeting (date _____), the student will display target behavior 1 either during _____% of observed intervals or _____ times per min/hr/day.</p>	
<input type="checkbox"/> Other:	<p>Baseline: The following baseline data was collected: _____</p> <p>Goal: The student will _____(increase) _____(decrease) on this measure by _____ per instructional week.</p>	
<p>4. Brainstorm alternative strategies and interventions to use with student. All team members participate. What resources can be used throughout the school?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>		<p>3 minutes</p>
<p>5. Select which strategies to implement during the next four weeks.</p>		<p>2 minutes</p>

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6. Create intervention plan. Provide location, time, materials needed, who implements.		3 minutes
Intervention	Who is Responsible	
	Time Period	
	Desired Outcome	
	How Success of Intervention Will Be Measured	
Intervention	Who is Responsible	
	Time Period	
	Desired Outcome	
	How Success of Intervention Will Be Measured	
Intervention	Who is Responsible	
	Time Period	
	Desired Outcome	
	How Success of Intervention Will Be Measured	
7. Plan a follow-up meeting.		1 minute
<ul style="list-style-type: none"> ● Note taker will distribute meeting notes by: _____ ● When will the coach check in with the teacher about the intervention? _____ ● Meeting follow-up date & time: _____ ● Parent contact (who and by when): _____ 		
Total: 15 minutes		