## RTI Team: Initial Meeting Minutes Form: Secondary Grades

Step 1: Assess Teacher ConcernsAllotted Time: 5 MinutesReview concerns listed on the RTI Teacher Referral Form with the referring teacher and team. List<br/>primary concerns.

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

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Step 3: Review Background/Baseline DataAllotted Time: 5 MinutesReview any background or baseline information collected on the student (e.g., attendance and<br/>office disciplinary referral records, student grades, Curriculum-Based Measurement data, Daily<br/>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/htmdocs/interventions/sbit.php. Used with permission. Step 4: Select Target Teacher Concerns

Allotted Time: 5-10 Minutes

Define the top 1-2 concerns in <u>specific, observable terms</u> (top 1-2 difficulties that most interfere with the student's functioning in the classroom).

Likely Reason(s) for Student Concerns: Select up to 3 choice				
1.	Behavioral	Academic		
	<ul> <li>Lacks necessary skills</li> <li>Has the necessary</li> </ul>	<ul> <li>Is placed in work that is too difficult</li> </ul>		
	behavioral skills but is not	Lacks one or more crucial		
	motivated by the instructional	basic skills in the problem		
	task/setting to	subject area(s)		
	comply/behave appropriately	Needs drill & practice to		
	Seeks att'n from adults	strengthen and become more		
	□ Seeks att'n from peers	fluent in basic academic skills		
	Reacts to teasing/bullying	Has the necessary academic		
	Tries to escape from	skills, fails to use them in the		
	— instructional demands or	appropriate settings/situations		
	setting	Needs explicit guidance to		
	<ul> <li>Attempts to hide academic</li> <li>definite through</li> </ul>	connect current skills to new		
	deficits through	instructional demands		
	noncompliance or other misbehavior	<ul> <li>Has the necessary academic skills but is not motivated by</li> </ul>		
		the instructional task/setting to		
	U	actually do the work		
		actually do the work		
	Likely Reason(s) for Student Conce	Likely Reason(s) for Student Concerns: Select up to 3 choices		
3	Behavioral	Academic		
2	Behavioral     Lacks necessary skills			
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2	<ul> <li>Behavioral</li> <li>Lacks necessary skills</li> <li>Has the necessary behavioral skills but is not motivated by the instructional</li> </ul>	<ul> <li>Academic</li> <li>Is placed in work that is too difficult</li> <li>Lacks one or more crucial basic skills in the problem</li> </ul>		
2	<ul> <li>Behavioral</li> <li>Lacks necessary skills</li> <li>Has the necessary behavioral skills but is not motivated by the instructional task/setting to</li> </ul>	<ul> <li>Academic</li> <li>Is placed in work that is too difficult</li> <li>Lacks one or more crucial basic skills in the problem subject area(s)</li> </ul>		
2	<ul> <li>Behavioral</li> <li>Lacks necessary skills</li> <li>Has the necessary</li> <li>behavioral skills but is not motivated by the instructional task/setting to comply/behave appropriately</li> </ul>	<ul> <li>Academic</li> <li>Is placed in work that is too difficult</li> <li>Lacks one or more crucial basic skills in the problem subject area(s)</li> <li>Needs drill &amp; practice to</li> </ul>		
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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 below for methods to monitor student progress for each target teacher concern.. Try to select at least TWO monitoring methods for each concern. NOTE: To view common methods of school data collection, refer to the guide *Common Methods for Monitoring Student Progress Toward Behavioral and Academic Goals* at the end of this form.

Target Teacher Concern 1 (From *Step 4* of this Minutes Form): \_\_\_\_\_ Progress-Monitoring Start Date: \_\_\_\_/ End Date: \_\_\_\_/ Total Number of Instructional Weeks for Progress-Monitoring: Expected Goal Reached Academic or Behavioral Measure Person(s) Responsible for at End of Monitoring Data Collection Expected Goal Reached Person(s) Responsible for Academic or Behavioral Measure Data Collection at End of Monitoring Expected Goal Reached Person(s) Responsible for Academic or Behavioral Measure Data Collection at End of Monitoring

Target Teacher Concern 1 (From Step 4 of this Minutes Form):				
Progress-Monitoring Start Date://	_ End Date:/			
Total Number of Instructional Weeks for Progress-Monitoring:				
Academic or Behavioral Measure	Expected Goal Reached at End of Monitoring	Person(s) Responsible for Data Collection		
Academic or Behavioral Measure	Expected Goal Reached at End of Monitoring	Person(s) Responsible for Data Collection		
Academic or Behavioral Measure	Expected Goal Reached	Person(s) Responsible for		
	at End of Monitoring	Data Collection		

Step 6: Design an Intervention Plan

Allotted Time: 15-20 Minutes

## Intervention Script Builder Date the intervention will begin:

Check the box that indicates the PRIMARY focus of intervention elements listed on this page:

Intervention Check	<ul> <li>Intervention Steps: Describe the elements of the intervention. Include enough detail so that the procedures are clear to all who must implement them.</li> <li>If the intervention has multiple steps, describe each step separately.</li> <li>If the intervention plan is made up of discrete, 'stand-alone' strategies, list each strategy separately.</li> </ul>	Person(s) Responsible
This element was implemented Y N	1	
This element was implemented Y N	2	
This element was implemented Y N	3	
This element was implemented Y N	4	
This element was implemented Y N	5	
This element was implemented Y N	6	
This element was implemented Y N	7	
This element was implemented Y N	8	

## 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

At the close of the meeting:

- **u** 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): \_\_\_\_\_\_

**u** The team completes the RTI Team Debriefing Form.