RTI Team: Initial Meeting Minutes Form: Secondary Grades

Step 1: Assess Teacher Concerns Allotted Time: 5 Minutes
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
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
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.)
Deliavior rieport 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.

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

	Likely Reason(s) for Student Conce	erns: Select up to 3 choices
	Behavioral	Academic
1.		
	□ Lacks necessary skills	□ Is placed in work that is too
	☐ Has the necessary	difficult
	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 connect current skills to new
	□ Attempts to hide academic	
	deficits through	instructional demands
	noncompliance or other	 Has the necessary academic
	misbehavior	skills but is not motivated by
	-	the instructional task/setting to
		actually do the work
		_
	Likely Reason(s) for Student Conce	erns: Select up to 3 choices
2	Likely Reason(s) for Student Conce Behavioral	erns: Select up to 3 choices Academic
2	Behavioral	Academic
2	Behavioral Lacks necessary skills	Academic ☐ Is placed in work that is too
2	Behavioral Lacks necessary skills Has the necessary	Academic ☐ Is placed in work that is too difficult
2	Behavioral □ Lacks necessary skills □ Has the necessary behavioral skills but is not	Academic □ Is placed in work that is too difficult □ Lacks one or more crucial
2	Behavioral Lacks necessary skills Has the necessary behavioral skills but is not motivated by the instructional	Academic □ Is placed in work that is too difficult □ Lacks one or more crucial basic skills in the problem
2.	Behavioral Lacks necessary skills Has the necessary behavioral skills but is not motivated by the instructional task/setting to	Academic □ Is placed in work that is too difficult □ Lacks one or more crucial basic skills in the problem subject area(s)
2.	Behavioral Lacks necessary skills Has the necessary behavioral skills but is not motivated by the instructional task/setting to comply/behave appropriately	Academic □ Is placed in work that is too difficult □ Lacks one or more crucial basic skills in the problem subject area(s) □ Needs drill & practice to
2.	Behavioral □ Lacks necessary skills □ Has the necessary behavioral skills but is not motivated by the instructional task/setting to comply/behave appropriately □ Seeks att'n from adults	Academic Is placed in work that is too difficult Lacks one or more crucial basic skills in the problem subject area(s) Needs drill & practice to strengthen and become more
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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://	· <u> </u>
Total Number of Instructional Weeks for Progress-Me		
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 at End of Monitoring	Person(s) Responsible for Data Collection
Target Teacher Concern 1 (From Step 4 of this Min	utes Form):	
Progress-Monitoring Start Date://		<u>'</u>
Total Number of Instructional Weeks for Progress-Macademic or Behavioral Measure	onitoring: Expected Goal Reached	Person(s) Responsible for
Academic of Benavioral Measure	at End of Monitoring	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 at End of Monitoring	Person(s) Responsible for Data Collection

	Step 6: Design an Intervention Plan	Allotted Time: 15-20 M	linutes
Inte	ervention Script Builder	Date the intervention will	begin:
	Check the box that indicates the PR	IMARY focus of intervention	, 0
	☐ Academic Support ☐	Behavioral Support	☐ Social/Emotional Support

Intervention Check	 Intervention Steps: Describe the elements of the intervention. Include enough detail so that the procedures are clear to all who must implement them. If the intervention has multiple steps, describe each step separately. If the intervention plan is made up of discrete, 'stand-alone' strategies, list eastrategy separately. 	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 wi	Il share a copy of the minutes from this meeting with the student's parent(s) and when?
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	Step 8:	Review the Intervention & Monitoring Plans Allotted Time: 5 Minutes
	At the c	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.