

## 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.

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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      Allotted Time: 5 Minutes

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.)

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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).

<p>1. _____                      _____                      _____                      _____                      _____                      _____                      _____                      _____</p>	<p><i>Likely Reason(s) for Student Concerns: Select up to 3 choices</i></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><b>Behavioral</b></th> <th style="text-align: left;"><b>Academic</b></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Lacks necessary skills</td> <td><input type="checkbox"/> Is placed in work that is too difficult</td> </tr> <tr> <td><input type="checkbox"/> Has the necessary behavioral skills but is not motivated by the instructional task/setting to comply/behave appropriately</td> <td><input type="checkbox"/> Lacks one or more crucial basic skills in the problem subject area(s)</td> </tr> <tr> <td><input type="checkbox"/> Seeks att'n from adults</td> <td><input type="checkbox"/> Needs drill &amp; practice to strengthen and become more fluent in basic academic skills</td> </tr> <tr> <td><input type="checkbox"/> Seeks att'n from peers</td> <td><input type="checkbox"/> Has the necessary academic skills, fails to use them in the appropriate settings/situations</td> </tr> <tr> <td><input type="checkbox"/> Reacts to teasing/bullying</td> <td><input type="checkbox"/> Needs explicit guidance to connect current skills to new instructional demands</td> </tr> <tr> <td><input type="checkbox"/> Tries to escape from instructional demands or setting</td> <td><input type="checkbox"/> Has the necessary academic skills but is not motivated by the instructional task/setting to actually do the work</td> </tr> <tr> <td><input type="checkbox"/> Attempts to hide academic deficits through noncompliance or other misbehavior</td> <td></td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td><input type="checkbox"/> _____</td> </tr> </tbody> </table>	<b>Behavioral</b>	<b>Academic</b>	<input type="checkbox"/> Lacks necessary skills	<input type="checkbox"/> Is placed in work that is too difficult	<input type="checkbox"/> Has the necessary behavioral skills but is not motivated by the instructional task/setting to comply/behave appropriately	<input type="checkbox"/> Lacks one or more crucial basic skills in the problem subject area(s)	<input type="checkbox"/> Seeks att'n from adults	<input type="checkbox"/> Needs drill & practice to strengthen and become more fluent in basic academic skills	<input type="checkbox"/> Seeks att'n from peers	<input type="checkbox"/> Has the necessary academic skills, fails to use them in the appropriate settings/situations	<input type="checkbox"/> Reacts to teasing/bullying	<input type="checkbox"/> Needs explicit guidance to connect current skills to new instructional demands	<input type="checkbox"/> Tries to escape from instructional demands or setting	<input type="checkbox"/> Has the necessary academic skills but is not motivated by the instructional task/setting to actually do the work	<input type="checkbox"/> Attempts to hide academic deficits through noncompliance or other misbehavior		<input type="checkbox"/> _____	<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 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: \_\_\_\_\_

Academic or Behavioral Measure _____	Expected Goal Reached at End of Monitoring _____	Person(s) Responsible for Data Collection _____
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## Intervention Script Builder

Date the intervention will begin: \_\_\_\_\_

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

Academic Support

Behavioral Support

Social/Emotional Support

<b>Intervention Check</b>	<b>Intervention Steps:</b> Describe the elements of the intervention. Include enough detail so that the procedures are clear to all who must implement them. <ul style="list-style-type: none"> <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>	<b>Person(s) Responsible</b>
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?

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Step 8: Review the Intervention & Monitoring Plans Allotted Time: 5 Minutes

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.