



RTI Problem-Solving Team: Initial Meeting Minutes Form

Student:

Grade/Program:

Date:

Attending:

STEP 1: Select Intervention Target(s). Describe up to 2 academic and/or behavioral targets to be the focus of this intervention plan. Consult the RTI Team Facilitator's Guide to choose a likely cause or function for each.

Intervention Target	Probable Cause/Function
1.	
2.	

STEP 2: Inventory Student's Strengths, Talents, Interests, Incentives. List student strengths, talents, and/or any activities or incentives that the student finds motivating.

List: Strengths, Talents, Interests, Incentives		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STEP 3: Review Background/Baseline Data. Summarize *relevant* background or baseline information that reveals the student's current level of functioning (e.g., attendance, office disciplinary referrals, student grades, Curriculum-Based Measurement data, Daily Behavior Report Card ratings, direct observations of behavior, etc.).

Name of Data Source	Data Value(s)
Source 1:	
Source 2:	
Source 3:	



Source 4:	
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STEP 4: Set Academic and/or Behavioral Outcome Goals and Methods for Progress-Monitoring. For each intervention target, select methods to monitor student progress and set outcome goals. Try to select at least TWO monitoring methods for each concern. NOTE: For data-collection options, refer to the guide *Common Methods for Monitoring Student Progress Toward Behavioral & Academic Goals* in the RTI Team Facilitator's Guide.

A. Intervention Target 1 (from STEP 1):

Progress-Monitoring: Start Date: _____ End Date: _____ = Total Weeks: _____

Academic or Behavioral Measure	Expected Outcome/Exit Goal	Person(s) Collecting Data
Academic or Behavioral Measure	Expected Outcome/Exit Goal	Person(s) Collecting Data
Academic or Behavioral Measure	Expected Outcome/Exit Goal	Person(s) Collecting Data

B. Intervention Target 1 (from STEP 1):

Progress-Monitoring: Start Date: _____ End Date: _____ = Total Weeks: _____

Academic or Behavioral Measure	Academic or Behavioral Measure	Academic or Behavioral Measure
Academic or Behavioral Measure	Academic or Behavioral Measure	Academic or Behavioral Measure
Academic or Behavioral Measure	Academic or Behavioral Measure	Academic or Behavioral Measure



STEP 5: Design an Intervention Plan. In this section, record the main elements of the student's intervention plan.

NOTE: If the plan includes detailed instructions or other documents required to carry out academic or behavioral intervention strategies, (1) label that plan element on this form (e.g., "classroom intervention plan"), (2) check 'Y' in the 'Additional Documentation?' column, and (3) attach those related instructions or documents to this planning page.

[Optional] Check the box(es) that indicates the PRIMARY focus of intervention elements listed on this page:

Academic Support

Behavioral Support

Social/Emotional Support

Date the intervention plan will begin:



Intervention Plan: At-A-Glance

Additional Documentation?	Intervention Strategy	Person(s) Responsible
___ Y ___ N		
___ Y ___ N		
___ Y ___ N		
___ Y ___ N		



STEP 5: Design an Intervention Plan (Cont). In this section, record the main elements of the student's intervention plan.

NOTE: If the plan includes detailed instructions or other documents required to carry out academic or behavioral intervention strategies, (1) label that plan element on this form (e.g., "classroom intervention plan"), (2) check 'Y' in the 'Additional Documentation?' column, and (3) attach those related instructions or documents to this planning page.

[Optional] Check the box(es) that indicates the PRIMARY focus of intervention elements listed on this page:

Academic Support

Behavioral Support

Social/Emotional Support

Date the intervention plan will begin:



Intervention Plan: At-A-Glance

Additional Documentation?	Intervention Strategy	Person(s) Responsible
___ Y ___ N		
___ Y ___ N		
___ Y ___ N		
___ Y ___ N		



STEP 6: Plan to Share RTI Intervention Plan With Parents. Keeping the parent(s) updated about their child's intervention plan is important.

Who will ensure that the parent(s) receive a copy of the completed 'Intervention Plan: At-a-Glance' developed at this meeting, as well as any related intervention documents?

STEP 7: Review the Intervention and Progress-Monitoring Plans. At the close of the meeting:

the recorder reviews the main points of the intervention (STEP 5) and progress-monitoring (STEP 4) plans with the team;

the RTI Team schedules a date and time for the follow-up meeting on this student. NOTE: Generally, follow-up meetings are scheduled 6-8 instructional weeks from the start date of the intervention plan (listed in Step 5).

Follow-Up Meeting Date and Time: