

## Intensive Intervention Meeting Checklist

**Purpose:** Intensive intervention teams or instructional coaches can use these checklists to monitor implementation of the intensive intervention meetings (before, during, and after meetings).

**Instructions:** Teams should complete the before the meeting portion of this checklist prior to the meeting, the during the meeting checklist during or soon after the meeting, and the after the meeting portion within one week of the meeting. Each checklist contains questions to answer with Yes, No, or N/A (not applicable). Items answered with No may indicate aspects of implementation that can be improved. Additional information, including explanations for No answers and plans for improvement, can be provided in the Comments section.

**Date of Review:** \_\_\_\_\_

### Before the Meeting

- Does the student summary information describe the student's performance level, including *strengths* and *needs*?  
 Yes     No     N/A
- Does the student summary information describe the student's *current* academic and behavioral supports?  
 Yes     No     N/A
- Does the student summary information describe the student's *previous* academic and behavioral supports?  
 Yes     No     N/A
- Are progress monitoring graphs or other student data collected and summarized?  
 Yes     No     N/A
- Are fidelity or implementation data collected and summarized?  
 Yes     No     N/A
- Is a draft hypothesis included in the student summary information?  
 Yes     No     N/A
- Was the student summary information and any relevant student and implementation data shared with team members prior to the meeting?  
 Yes     No     N/A

**Comments:**

**During the Meeting**

- Were key team members able to attend the meeting?  
 Yes     No     N/A
- Were roles and responsibilities clear for participating team members?  
 Yes     No     N/A
- Did the facilitator use strategies to ensure the team stayed focused on the agenda items and the student’s needs?  
 Yes     No     N/A
- Were formal notes captured to document the hypothesis, brainstormed adaptations, and adapted student plan?  
 Yes     No     N/A
- Did the team stay on track to the steps and timeline in the agenda?  
 Yes     No     N/A
- Did the team review the student summary information and relevant student and implementation data?  
 Yes     No     N/A
- Did the team ask clarifying questions to refine the draft hypothesis during the appropriate time?  
 Yes     No     N/A
- Did the team consider possible interactions between academic and behavioral needs?  
 Yes     No     N/A
- If more information is needed to identify student needs, has the team developed a written plan to collect that information and a time to reconvene to discuss the implications of the data?  
 Yes     No     N/A
- Did the team brainstorm potential intensification strategies at the appropriate time?  
 Yes     No     N/A
- Did the team prioritize which strategies to implement first?  
 Yes     No     N/A

- Was the referring teachers voice heard in the prioritization of strategies to implement first?  
 Yes     No     N/A
- Is the student intervention plan and progress monitoring plan in writing?  
 Yes     No     N/A
- Does the plan include sufficient information on the intervention and adaptations to implement the plan?  
 Yes     No     N/A
- Does the plan specify the person(s) responsible for delivery of the intervention?  
 Yes     No     N/A
- Does the plan provide details for intervention schedule and dosage?  
 Yes     No     N/A
- Does the plan describe a method for monitoring the implementation of the intervention? *Consider engagement, intervention components, intervention dosage, and data collection.*  
 Yes     No     N/A
- Does the plan specify the method for progress monitoring?  
 Yes     No     N/A
- Does the plan identify the person(s) responsible for collecting progress monitoring data?  
 Yes     No     N/A
- Does the plan outline the frequency of the collection of progress monitoring data and how it will be graphed?  
 Yes     No     N/A
- Does the plan indicate a progress monitoring goal with a date to be achieved?  
 Yes     No     N/A
- Does the plan specify procedures and decision rules for determining whether progress is sufficient (i.e., decision rules for determining when further adaptations should be considered)?  
 Yes     No     N/A
- Has a date for the next meeting to review student progress been identified?  
 Yes     No     N/A
- Is there a strategy for communicating the student plan to relevant staff, parents, and the student when appropriate?  
 Yes     No     N/A

**Comments:**

## **After the Meeting**

- Was the follow-up meeting scheduled?  
 Yes     No     N/A
  
- Was information about the plan shared with relevant staff, parents, and the student when appropriate?  
 Yes     No     N/A
  
- Has the plan developed during the meeting been initiated and implemented as designed?  
*Note: This item should reflect initial implementation within the week following the meeting but should be revisited during the prior to the next meeting to monitor implementation fidelity.*  
 Yes     No     N/A

**Comments:**