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 teacher's 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: