Premeeting Process Guidance Document

Purpose: Before a student is referred for intensive intervention, it is important that the team get a holistic sense of the student, including relevant background information, current performance, current supports and previously attempted intervention(s), and other relevant data. Creating a form or having a system for compiling and documenting this information will help to expedite the initial meeting as well as ensure that the proper process has occurred.

Note to facilitators: NCII provides a sample premeeting form that can be filled out for students to document this process. Although there is no set form that teams must use to document the premeeting process, teams should ensure that their premeeting documentation is—

- ✓ Concise—ideally a one- to two-page "snapshot" of a student
- ✓ Thorough—includes important background information and data
- ✓ Accessible—available to all team members prior to the meeting

Information that should be compiled before a meeting includes the following:

1. **Student demographic and background performance information**

   - Name, age, grade, and date of birth
   - Does the student have an individualized education program or 504 plan?
   - Is the student an English language learner?
   - Has the referring teacher communicated with the classroom teacher or previous teachers to get information about the student's performance?
   - Has the referring teacher shared these concerns with the parent/guardian?

2. **Summary of current performance in relevant content areas**

   - Describe the present level of performance in each content area (e.g., reading, mathematics, behavior/social skills).
   - Describe strengths in each content area.
   - Describe and prioritize concerns in each content area.

3. **Summary of current supports in relevant content areas**

   - What supports does the student already receive?
   - What tier of support does the student receive in each content area?

4. **Description of primary area of concern/hypothesis**

   - Prioritize: What is the primary area of concern?

   - What is the skill deficit or function of behavior that contributes to this area of concern?

5. **Summary of student data**

   - What are the student's current grades?

   - If applicable, what were the student's scores on standardized state assessments?

   - What behavior data exist for this student (e.g., office disciplinary referrals, daily report cards from current year, historical data)?

   - What is the student's attendance record?

   - What screening data do you have for the student?

     o Include both the student score and the norm or benchmark for each assessment.

   - What diagnostic assessments do you have in the area of concern?

   - What work samples do you have in the area of concern?

   - What formative assessments do you have in the area of concern?

   - How is the student's progress being monitored? Are data graphed?

6. **Intervention(s)**

   - What intervention is the student currently receiving?

   - What other interventions (if any) have been attempted previously?

   - Is the current intervention evidence based?

   - What skills/function of behavior is the intervention designed to address?

   - Who delivers the intervention?

   - How many days a week does the student receive the intervention? How long is each session?

   - What is the intervention group size?

   - In what setting does the student receive the intervention?

   - What is the goal of the intervention?

   - Describe the student's progress in the current intervention and areas of concern.