

Progress Monitoring Meeting— Facilitator’s Guide

Note: The following facilitator’s guide provides a potential structure and process that teams can use to analyze data and design intensive intervention plans for students. Teams should modify the content of the script and agenda times, as needed.

Before the meeting: Before holding a progress-monitoring meeting, the facilitator should ensure that:

- The teacher has compiled sufficient documentation of the following:
 - Evidence that the intensive intervention plan was delivered with fidelity
 - Data for analysis and planning
- Documentation has been shared with all team members and is available for reference during the meeting.

Step	Who	Time
1. Introduction and purpose	Facilitator	2 min.
<p><i>The facilitator opens the meeting by stating the purpose of the meeting, introducing team members and noting their roles for the meeting, and reviewing the agenda for the meeting.</i></p> <p>Notes to facilitator:</p> <ul style="list-style-type: none"> • Welcome the team. • Explain that the purpose of the meeting is to review the ongoing intensive intervention plan, analyze student data, select evidence-based strategies to intensify the intervention as needed, and continue with the current plan or make necessary adaptations. • Review the team roles and agenda for the meeting. <ul style="list-style-type: none"> ○ Facilitator: Explains the purpose of the meeting and keeps the participants on task. ○ Teacher: Describes current intervention(s), notes student progress, and shares data during the meeting. ○ Note-Taker: Takes formal notes for documentation using existing forms or a template as needed. ○ Scribe: Takes informal notes and tracks brainstorming ideas in a visible space. ○ Timekeeper: Times each section of the meeting and helps the team adhere to the allotted time. 		

Step	Who	Time
2. Describe student and share data	Teacher	5 min.
<p><i>The referring teacher briefly describes the student, notes the primary area of concern, describes intervention(s) currently in place, and reviews student data, highlighting data that illustrate the area of concern.</i></p> <p>Notes to facilitator:</p> <ul style="list-style-type: none"> • If needed, help the referring teacher compile data and information to be shared with the group in advance of the meeting. • If needed, prompt the teacher to: <ul style="list-style-type: none"> ○ Identify the student’s strengths and continued areas of concern. ○ Summarize the ongoing intervention plan. ○ Review student data. • If needed, encourage teachers to keep their review as objective as possible and refrain from “admiring the problem.” • Recommend to teachers to spend no more than five minutes describing the student and sharing data (this will encourage them to be succinct). 		
3. Ask clarifying questions to create a hypothesis	Team	5 min.
<p><i>A. If the student is making adequate progress on the current intervention plan:</i></p> <ul style="list-style-type: none"> • Consider the following: <ul style="list-style-type: none"> ○ Continue the plan as developed. ○ Consider making adaptations for intensification as needed. ○ Discuss any additional concerns or contributing factors. ○ Move to Step 5. <p><i>B. If the student is responding insufficiently, the team asks clarifying questions in order to analyze the existing data and develop a hypothesis for why insufficient progress is being made (e.g., skill deficit, function of behavior). Refer to the question bank handout “Ask Clarifying Questions to Create a Hypothesis to Guide Intervention Changes” as necessary.</i></p> <p>Notes to facilitator:</p> <ul style="list-style-type: none"> • Prompt the team to consider the following: <ul style="list-style-type: none"> ○ Current intervention plan and contributing behavioral and academic factors ○ Existing data based on the intervention plan ○ Student needs and performance information ○ Other contributing factors that may impact sufficient progress 		

Step	Who	Time
<ul style="list-style-type: none"> • Encourage the team to come to a consensus about why the student is responding insufficiently, considering the following: <ul style="list-style-type: none"> ○ Primary skill deficit ○ Function of behavior ○ Problems with attention or motivation • Discuss potential adaptations and strategies for the current plan and consider conducting an informal diagnostic assessment to provide additional information. <ul style="list-style-type: none"> ○ Does the student need a smaller group size or more time in intervention? ○ Are there ways you can promote attention and engagement? ○ Does the student need additional practice and more explicit feedback? ○ Ensure the diagnostic assessment is reliable, valid, and sensitive enough to measure small changes in student growth. • If needed, guide the team to focus on a solution-oriented conversation. 		
<p>4. Review evidence-based strategies for intensification</p>	Team	8–10 min.
<p><i>Based on the hypothesized skill deficit or function of behavior, review evidence-based strategies for addressing the specific deficit or function of behavior. The scribe should record all strategies for the group to see and refer to during the discussion.</i></p>		
<p>Notes to facilitator:</p>		
<ul style="list-style-type: none"> • Make sure the scribe records all possible adaptations and strategies that are discussed. • Whenever possible, select and prioritize strategies that are evidence based. If needed, make note of strategies for which the team should examine the evidence base. • Ensure that all strategies align to the hypothesized deficit or function of behavior. • For academic interventions: <ul style="list-style-type: none"> ○ Consider making both quantitative adaptations (e.g., time, group size) and qualitative adaptations (e.g., content, instructional methods). • For behavioral interventions: <ul style="list-style-type: none"> ○ Consider whether or not the function of behavior is addressed by the intervention and if the intervention can be delivered with greater intensity or frequency before considering other adaptations. • If needed, refer teams to the handout “Intensification Strategy Checklist,” which includes the principles of intensive intervention. 		

Step	Who	Time
5. Prioritize and plan	Team	5–7 min.
<p><i>Prioritize which adaptation or strategy may be most effective and should be attempted first. If additional information is needed and a diagnostic assessment will be conducted, that information should be gathered as soon as possible, generally within a two-week period.</i></p> <p><i>Use the chart in the “Progress Monitoring Meeting Note-Taking Template” if needed, and then create a clear plan for delivering the intensive intervention.</i></p> <p>Notes to facilitator:</p> <ul style="list-style-type: none"> • Ensure that teacher’s input is heard when prioritizing and planning for the intervention. • Provide guidance to prompt the team to consider all possible adaptations and strategies. • Consider using the following system to categorize, while the scribe records: <ul style="list-style-type: none"> 1 = Will try right away 2 = Will consider trying in the future 3 = Have already attempted 4 = Need to research further • Ensure that a plan is created that includes: <ul style="list-style-type: none"> ○ The person responsible for each step/aspect of the plan. ○ A timeline for each part of the plan. ○ A clearly defined goal and method for progress monitoring. ○ Any other next steps needed. 		
6. Wrap-up and next steps	Facilitator	3 min.
<p><i>Set a date and time for a follow-up meeting to discuss the outcome and data from the diagnostic assessment or to monitor the student’s progress on the adapted intensive intervention(s). Discuss how and where the student’s plan will be documented and how it will be shared with all necessary teachers/team members. Discuss how the plan will be communicated to parents and ensure that all team members are clear on their next steps for implementing the student’s plan.</i></p> <p>Notes to facilitator:</p> <ul style="list-style-type: none"> • Ensure that a date and time are set for the follow-up meeting. <ul style="list-style-type: none"> ○ If a diagnostic assessment will be conducted, teams should plan to check in within two weeks to review the additional information. ○ If the plan is continued without a diagnostic assessment, generally teams meet within two to six weeks to review progress. 		

Step	Who	Time
<ul style="list-style-type: none"> • Ensure that a plan is in place for how and where the student’s plan will be documented and disseminated to teachers and team members. • Ensure that there is a plan in place to communicate the changes or new plan with parent(s). • Ensure that all team members are clear on their next steps for implementing the plan. 		