

Progress-Monitoring Meeting Participant Guide

(30 minutes)

Meeting Step	Who	Time
Before the meeting <ul style="list-style-type: none"> Compile student information and data, including graphed progress-monitoring data, relevant work samples, and other diagnostic data. 	<i>Referring teacher</i>	<i>Before meeting</i>
1. Introduction and purpose <ul style="list-style-type: none"> Welcome the team. Explain the purpose of the meeting. Review team meeting roles and agenda. 	Facilitator	2 min.
2. Describe the student and share data <ul style="list-style-type: none"> Briefly describe the intervention plan, student strengths, and area(s) of concern. Share relevant student data (progress monitoring and diagnostic). 	Referring teacher	5 min.
3. Ask clarifying questions to create a hypothesis <ul style="list-style-type: none"> Ask the teacher clarifying questions to better support effective and accurate data analysis and understand student challenges. If the student is making sufficient progress, determine any adaptations or intensification that needs to occur and move to Step 5. If student is responding insufficiently, develop a hypothesis to explain why. 	Team	5 min.
4. Review evidence-based strategies for intensification <ul style="list-style-type: none"> Discuss evidence-based strategies that align to the hypothesized skill deficit or function of behavior. Record potential evidence-based strategies so that the list is visible to all team members. Determine if a diagnostic assessment is needed to provide additional information. 	Team	8–10 min.
5. Prioritize and plan <ul style="list-style-type: none"> Prioritize which strategy may be most effective and should be implemented first. Create a plan that includes the person(s) responsible for delivery of the intervention, a timeline, a clearly defined goal(s) and method for progress monitoring, and other next steps needed. 	Team	5–7 min.
6. Wrap-up and next steps <ul style="list-style-type: none"> Set a date and time for a follow-up meeting to monitor the student’s progress (within two weeks to review diagnostic assessment data). Discuss how and where the student’s new plan will be documented and how it will be distributed to all necessary teachers/team members. Discuss how the team will communicate the plan to parents. 	Facilitator	3 min.