

IST Initial Meeting Minutes Form
Academic/Behavior Problems

Student: _____ Grade/Room: _____

Meeting Date: _____ Start Time: _____ End Time: _____

Meeting Location: _____

Persons Attending:

Parent(s): _____

Classroom Teacher(s): _____

Facilitator: _____

Case Manager: _____

Recorder: _____

Data Specialist: _____

Additional Team Members: _____

Support Staff Notified: _____

NOTE: Additional information related to support personnel who may be working with the referred student is contained on the completed IST Information Sheet.

Step 1: Identify the Problem

Academic & Behavior

1A. Utilize collected data (refer to the IST Information Sheet) to define the student's academic and/or behavioral problems. How different is the student's *performance level* from the performance levels of typical, same-grade peers? How different does the student's *behavior* look from the behavior of typical, same-grade peers?

1B. If multiple problems exist, please rank order *three* which you want to address immediately.

Target Problem No. 1: _____

Target Problem No. 2: _____

Target Problem No. 3: _____

1C. Are additional data needed to help identify the problem? If so, what additional information will be collected? By whom?

Step 2: Develop Goals & Objectives

2A. Establish observable, measurable, and realistic/ambitious goals for change. When selecting goals, consider both the student's current level of performance/behavior and where you want the student to be in a set number of weeks. If possible, use research based and/or normative standards to set the criterion for success.

3B. Who is responsible for managing the support plan?

3C. Are there any special instructional materials/resources, personnel, or training needed? (Please specify)

Step 4: Regularly Monitor Student Progress

4A. Use the organizers provided below to describe how information will be collected to evaluate *regularly* the effectiveness of the achievement/behavior support plan:

<p><i>Target Problem No. 1:</i></p> <hr/> <p>Progress monitoring materials: _____</p> <p>How often will progress monitoring take place: _____</p> <p>Person responsible: _____</p>
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<p><i>Target Problem No. 2:</i></p> <hr/> <p>Progress monitoring materials: _____</p> <p>How often will progress monitoring take place: _____</p> <p>Person responsible: _____</p>
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<p><i>Target Problem No. 3:</i></p> <hr/>
<p>Progress monitoring materials: _____</p>
<p>How often will progress monitoring take place: _____</p>
<p>Person responsible: _____</p>

4B. How acceptable is the support plan to the *classroom teacher*?

1	2	3	4	5
Low		Medium		High

4C. When will the IST convene to discuss the effectiveness of the achievement/behavior support plan?

Step 5: Review

At the close of the meeting:

- ___ The recorder reviews the main points of the achievement/behavior support plan and the progress monitoring procedures with the team.
- ___ The case manager plans a time for the following week to check in with the classroom teacher to see whether any questions or concerns have surfaced.