**SAT Meeting Summary Form**

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Referred by  Teacher  Parent/Guardian  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Initial  Follow-Up

**In Attendance at the Meeting:**

SAT Chairperson Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAT Core Team Member Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SAT Core Team Member Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Based on the input examined by the SAT, note the next steps decided upon for this student.*

The student appears to need no new/additional interventions at this time.

\_\_\_\_\_ No further action is required.

The student’s challenges suggest that Tier 2/additional **SAT Intervention Plan** is warranted.

­­­­­\_\_\_\_\_ Follow up on (date): \_\_\_\_\_\_\_\_\_\_\_\_

Existing data is insufficient for a complete determination. More information needs to be collected. The SAT will meet again on (date): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Data Needed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**PART 1: Check all that apply:**

***Vision***

Passed  Failed  Corrected

Impact on Learning:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Hearing***

Passed  Failed  Corrected

Impact on Learning:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Speech & Language***

No concerns Stuttering Articulation Poor understanding of academic language

Difficulty following directions Talks in incomplete sentences Limited meaningful conversation skills

Poor phonological awareness

Impact on learning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***General Physical Health/Medical Reports***

Fragile or Impairment  Chronic Illness  Good  Excellent

Impact on Learning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Languages Spoken***

English Only  Spanish Only  Other only: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bilingual: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***English Language Proficiency***

Little/None  Basic Social Language (Play and Conversation)

Emerging Cognitive Academic Language (classroom)  Fluent/Proficient

***Academic Progress for Grade Level Standards***

**Reading:**  Significantly Below  Below At  Above

Impact on Learning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Written Language:**  Significantly Below  Below At  Above

Impact on Learning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Math:**  Significantly Below  Below At  Above

Impact on Learning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***School Attendance***

Good/Excellent  Poor/Infrequent  Habitually Truant  Frequently Tardy

History of Runaway  Frequent Moves  Has a Truancy Corrective Action Plan

No Schooling  Periods of No Schooling

Impact on Learning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Attention and Interest in School***

Poor/Indifferent  Distracted/Bored  Alert/Engaged  Over-responsive

***Impulse Control***

Poor  Fair  Good  Excellent

***School Social Relationships***

No Friends  Few/Adequate Friends  Many Friends

***Relationship With Teacher***

Distant/Reluctant  Normal  Needs Closeness/Frequent contact

***Student’s Strengths Student’s Weaknesses***

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**PART 2: Summary of Previous Interventions Tried and Their Effectiveness**

*Describe each intervention and rate its effectiveness 1-5, with 1 as lowest. Include the duration and how outcome was measured.*

*Interventions Tried in the Classroom Rating 1-5*

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*Interventions Tried at Home Rating 1-5*

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**PART 3: Summary of Recent Screening and/or Progress Monitoring Recent Results**

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**PART 4: Additional Information (brought to light at the meeting)**

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**Team Discussion Questions for Interventions**

* Which intervention directly addresses the challenge?
* Which intervention directly addresses the grade standard or benchmark?
* Which of the special considerations may have an impact on the student’s learning and how can they be addressed?
* Which strategy is least intrusive, natural, and feasible?
* Which intervention is considered to be research-based, peer-reviewed, and of high quality?
* Is it a reasonable expectation of the person/people implementing it?
* Is it positive, not punitive?
* Does it build, in some way, on the student’s strengths?
* Is the intervention measurable in some form?
* Would it have any positive or negative effect on other students?
* How can staff who are implementing the plan be supported?
* How can the family be supported and/or involved in the interventions if appropriate?