

The 30-Minute MTSS Meeting

A timed agenda & note-catcher for productive SST / problem-solving team meetings

Student

Date

Facilitator

Timekeeper

Before you start: assign four roles and have the data in hand. The 30 minutes are for deciding, not for hunting down numbers.

Timed agenda & note-catcher

0–2
min

Frame it

Name the student, the one priority concern, and what a good outcome looks like. Confirm roles.

Ask: What is the single concern we are here to solve today?

2–7
min

Look at the data

Review screening and progress data and the supports already in place. Stick to what the data show.

Ask: What do the numbers say is happening, and since when?

7–12
min

Pinpoint the problem

Turn the concern into one specific, observable, measurable problem statement; hypothesize why.

Ask: Can we state the problem in one measurable sentence?

12–15
min

Set the goal

Write a specific, measurable goal with a timeframe — from where the student is now to the target, by a date.

Ask: From X to Y by when?

15–23
min

Choose ONE intervention

Match a single evidence-based intervention to the problem. Define what, who, where, how often, how long.

Ask: What is the one support, and exactly how much of it?

23–27
min

Make it real

Assign who does what by when: materials, scheduling, who checks fidelity, family communication.

Ask: Who owns each piece, and by when?

27–30
min

Set the follow-up

Decide the progress measure, the cadence, the decision rule (keep/adjust/intensify/exit), and the next review date.

Ask: When do we look at the data again, and what would change our mind?

Decisions captured

Problem statement

Goal (from X to Y by when)

Intervention & dosage (what / who / where / how often / how long)

Progress measure & cadence

Who does what by when

Action	Owner	By when

Next review date: _____ **Decision rule:** keep · adjust · intensify · exit **Family informed by:**

Do: protect the 30 minutes; one concern per meeting; write the goal in numbers with a date; choose one intervention and define its dosage; give every action a name and a date; set the follow-up before you leave.

Don't: re-tell the whole history; stack five interventions; confuse "talked about it" with "made a plan"; set a vague goal; skip the fidelity and family step; leave without a date to review the data.

This protocol reflects the standard MTSS/RTI problem-solving model (problem identification, problem analysis, plan development, plan evaluation). It is a structure for your team's work, not a substitute for your district's adopted SST process or the judgment of the people who know the student.