Implementing a 20-minute SAT Meeting

1. Select a time-keeper

   This person is to keep the team on schedule. They are expected to move the team through each step of the process based on the time limits.

2. Select a note-taker

   This person is responsible for recording the notes. They are to list the concerns that are discussed and review the list with the team. Once the 3 specific problems are identified this person will fill out the intervention documentation chart based on what the team decides. (This person should never be expected to complete these charts on their own--they are basically recording what the group has discussed).

3. Spend 5 minutes on listing concerns

   The team will spend 5 minutes listing the major concerns. Having a time limit reduces the chances of just having a "gripe" session with no real problem solving.

4. Take 5 minutes to review list of concerns then identify specific problem (focus on no more than 3)

   The team will review the list of concerns and prioritize the major concerns and focus on those. Realistically the team should focus on no more than 3 areas. The team should try to focus on the underlying concern rather than just a symptom of it (e.g., addressing the reading difficulties that are leading to behavior problems).

5. Spend 5 minutes developing 3 feasible, realistic and appropriate interventions (fill out the documentation form).

   Once the specific problems are identified the team should develop specific interventions and outcome measures to document their efforts in addressing the student’s needs.

6. Spend last 5 minutes reviewing plan and schedule follow-up meeting

   The note-taker should review the plan with the team. The group should make any final adjustments and schedule a time for a follow-up meeting.

   Please note that if parents are in attendance be sure to explain the process and add 5 minutes in order to hear their concerns. The process may not be applicable to all cases but having some type of structure will ensure a more productive meeting.