

FOLLOW UP MEETING FORM

Meeting Information:

Student: _____ Grade: _____ Teacher: _____

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

Team Roles: *Prior to meeting a facilitator, recorder, time-keeper, and coach will be designated.*

Facilitator: _____ Recorder: _____

Time-Keeper: _____ Coach: _____

Step 1: Debrief About Intervention "Follow-Though"

(1 Minute)

Evaluate how closely the actual intervention was carried out when compared with how it had originally been designed:

- Did the coach check in with you about this intervention after the last meeting? Yes No

Comments: _____

- Were there difficulties that substantially interfered with carrying out these interventions? Yes No

If yes, what difficulties came up? _____

Step 2: Evaluate Student Progress: Write *baseline, goal, and outcome values* for each data collection method. (2 minutes)

CBA in Reading: In reading material at the _____ reading level, the student attained the following reading fluency levels per minute:

Base-line	Goal	Outcome	New Goal (by_____)

Note: To determine Outcome levels, average the student's performance on the last 3 reading probes administered.

CBA in Mathematics: On computational worksheets made up of _____ problem types, the student attained the following levels in correctly computing digits (per 2 minutes).

Base-line	Goal	Outcome	New Goal (by_____)

CBA in Writing: In timed compositions of 3 minutes, the student attained the following levels in the:

_____ number of correctly spelled words _____ number of words written
 _____ number of correct "word sequences" _____ number of letters written

Base-line	Goal	Outcome	New Goal (by_____)

Other Data: The student attained the following ratings on this measure:

Data Collection Method: _____

Base-line	Goal	Outcome	New Goal (by_____)

Behavioral: The student attained the following ratings on these target behavior(s):

Behavior 1: _____

Base-line	Goal	Outcome	New Goal (by_____)

Step 3: Evaluate Plan Effectiveness: **(2 Minutes)**
 Look at the data in Step 2. For each goal, decide how successful the student was in meeting behavioral/academic goal(s)

Student's outcome data_ _ _ _

Consider this next step_ _ _

	<u>Concern 1</u>	<u>Concern 2</u>	
<i>Met or exceeded goals</i>			<ul style="list-style-type: none"> <input type="checkbox"/> Select a new behavior and/or academic goal and create a new intervention to meet that new goal (or raise current goal). <input type="checkbox"/> Exit the intervention plan based on no further need for support because all goals have been achieved. Discuss strategies to help the student to generalize gains to other activities or settings. Decide how to "fade" (gradually reduce) the intervention while maintaining student gains. <input type="checkbox"/> Continue with the present intervention without changes. Schedule a follow-up meeting later to ensure student continues to make gains. <input type="checkbox"/> Continue with the present intervention with minor changes. Schedule follow-up meeting. <input type="checkbox"/> Substantially revise or replace the present intervention. Schedule another follow-up meeting. <input type="checkbox"/> Refer for special education evaluation. Student has failed to make meaningful progress <i>despite several well-implemented and monitored interventions.</i>
<i>Showed promising progress but did not meet goal (the outcome fell between base-line and goal):</i>			
<i>Showed only minor progress (the outcome did not differ significantly from baseline):</i>			

Step 4: Brainstorm Alternative Strategies

(2 minutes)

1. _____
2. _____
3. _____
4. _____

Step 5: Modify or Create Intervention Plan

(3 minutes)

Provide location, time, materials needed, who implements.

Concern 1:

Intervention: _____

- When will it start? Location? Frequency? Materials?

- Who will be responsible for carrying out the intervention plan? _____

Concern 2:

Intervention: _____

- When will it start? Location? Frequency? Materials?

- Who will be responsible for carrying out the intervention plan? _____

Step 6: Wrap Up and Plan for Follow-up

(1 minutes)

- Note taker will distribute meeting notes by: _____
- When will the case manager check in with the teacher about the intervention? _____
- Meeting follow-up date & time: _____
- Parent contact (who and by when): _____