|  |  |  |
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| |  |  | | --- | --- | | **Building INtervention Team**  **Follow Up Form** | **All Levels** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **General Information** | | | | | | |
| Date of Follow Up Meeting |  | | | | | |
| Student Name |  | | | | | |
| **Intervention Fidelity** | | | | | | |
| Were the interventions implemented with sufficient fidelity? Yes No | | | | | | |
| **Notes**: | | | | | | |
| **Student Progress Information** | | | | | | |
| **Attach student data graphs** | | | | | | |
| Baseline Data: | |  | | | | |
| Updated Progress Monitoring Data: | |  | | | | |
| **Level of Responsiveness** | | | | | | |
| Data indicates: | | | Consider this next step: | | | |
| Student met or exceeded goal | | | Continue with present interventions  Select a new concern to address  Increase goal associated with current interventions  Create a plan to discontinue current interventions | | | |
| **Notes:** | | | | | | |
| Student showed progress but did not meet goal | | | Continue with present interventions with modifications  Modify implementation factors(frequency and duration)  Implement additional interventions to increase rigor | | | |
| **Notes:** | | | | | | |
| Student progress did not differ significantly from baseline | | | Confirm appropriateness of sub-skill being targeted  Develop more robust interventions for implementation | | | |
| **Notes:** | | | | | | |
| **Revise Action Plan** | | | | | | |
| **Complete page 2 of this Form** | | | | | | |
| **Notes**: | | | | | | |
| **Schedule Date of Next Follow-up Meeting** | | | | | | |
| Date of Next Follow up meeting: | | | |  | | |
| Despite multiple revisions of action plan, student progress does not indicate adequate responsiveness to interventions. | | | | | Referral to Special Education initiated: | |
|  | | | | | Date: |  |

**Follow-up Meeting #** Choose an item.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Intervention to be Implemented | Frequency | Duration | Progress Monitoring Tool |
| New  Modified  Continued |  |  |  |  |
| New  Modified  Continued |  |  |  |  |
| New  Modified  Continued |  |  |  |  |
| New  Modified  Continued |  |  |  |  |