

## *Section V: SBIT Express Follow-Up Meeting Minutes Form*

### **Purpose & Guidelines for Use:**

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These minutes forms are to be used at the Follow-Up SBIT meeting. They contain sections to evaluate the effectiveness of the interventions used and to document the next steps that the Team will take in response to this outcome data.



# School-Based Intervention Teams

## *Follow-Up Meeting Minutes*

### *Form*

#### *Meeting Information:*

Student: \_\_\_\_\_ Grade/Room: \_\_\_\_\_

Meeting Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Meeting Location: \_\_\_\_\_

#### **Team Roles:**

Facilitator: \_\_\_\_\_ Recorder: \_\_\_\_\_

Time-Keeper: \_\_\_\_\_ Case Liaison: \_\_\_\_\_

**Others Attending:** \_\_\_\_\_

\_\_\_\_\_

#### *Step 1: Debrief About Intervention "Follow-Through" 5-10 minutes*

Through discussion with the teacher and team, evaluate how closely the actual intervention was carried out when compared with how it had originally been designed:

- Start date of the intervention: \_\_\_\_\_
- Did the case liaison check in with you about this intervention after the last meeting? \_\_\_ Y \_\_\_ N
- Were there difficulties that substantially interfered with carrying out this intervention? \_\_\_ Y \_\_\_ N



If yes, please explain.

\_\_\_\_\_

- Was the intervention implemented as designed?

Frequency of implementation? \_\_\_\_\_

Accuracy of implementation? \_\_\_\_\_

*Step 2: Evaluate Academic Progress: 5-10 minutes*

Directions: For each data-collection method chosen to monitor this student, write in the *baseline*, *goal*, and *outcome* values.



**DIBELS PRE-LITERACY**

Area (circle one) ISF, LNF, PSF, NWF

*Base-Line*

*Goal*

*Outcome*

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

*New Goal*  
(by \_\_\_\_\_)

**DIBELS ORF:** In reading material at the \_\_\_\_\_ reading level, the student attained the following reading fluency levels per minute:

*Base-Line*

*Goal*

*Outcome*

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

*New Goal*  
(by \_\_\_\_\_)

**Monitoring Basic Skills Progress Software/Reading (Pro-Ed, Inc.):** In reading passages at the \_\_\_\_\_ reading level, the student attained the following levels in correctly completing cloze items (per 2.5 minutes):

*Base-Line*

*Goal*

*Outcome*

Note: To determine *Outcome* levels, average the student's performance on the last 3 MBSP-Reading assessments administered.

*New Goal*  
(by \_\_\_\_\_)

**Curriculum-Based Assessment 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*

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

*New Goal*  
(by \_\_\_\_\_)

**Curriculum-Based Assessment 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 letters written \_\_\_\_\_ number of correct 'word sequences'

*Base-Line*

*Goal*

*Outcome*

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

*New Goal*  
(by \_\_\_\_\_)

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

Data Collection Method: \_\_\_\_\_

*Base-Line*

*Goal*

*Outcome*

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

*New Goal*  
(by \_\_\_\_\_)

### Step 2: Evaluate Behavioral Progress

Directions: For each data-collection method chosen, write in the *baseline*, *goal*, and *outcome*.

Teacher Behavior Report Card: The student attained the following ratings on these target behavior(s):

Behavior 1: \_\_\_\_\_

\_\_\_ frequencies \_\_\_ percentages \_\_\_ point ratings:

<i>Base-Line</i>	<i>Goal</i>	<i>Outcome</i>

Note: To determine *Outcome* levels, average the teacher ratings on the 5 most recent observations collected.

*New Goal*  
(by \_\_\_\_\_)

Behavior 2: \_\_\_\_\_

\_\_\_ frequencies \_\_\_ percentages \_\_\_ point ratings:

<i>Base-Line</i>	<i>Goal</i>	<i>Outcome</i>

Note: To determine *Outcome* levels, average the teacher ratings on the 5 most recent observations collected.

*New Goal*  
(by \_\_\_\_\_)

Behavior 3: \_\_\_\_\_

\_\_\_ frequencies \_\_\_ percentages \_\_\_ point ratings:

<i>Base-Line</i>	<i>Goal</i>	<i>Outcome</i>

Note: To determine *Outcome* levels, average the teacher ratings on the 5 most recent observations collected.

*New Goal*  
(by \_\_\_\_\_)

Direct Behavioral Observation/BOSS: The student attained the following ratings on these target behavior(s):

Behavior 1/BOSS category 1: \_\_\_\_\_

\_\_\_ % of observed intervals \_\_\_ times per min/hr/day

<i>Base-Line</i>	<i>Goal</i>	<i>Outcome</i>

Note: To determine *Outcome* levels, average the student's performance on the last 3 measures collected.

*New Goal*  
(by \_\_\_\_\_)

Behavior 2/BOSS category 2: \_\_\_\_\_

\_\_\_ % of observed intervals \_\_\_ times per min/hr/day

<i>Base-Line</i>	<i>Goal</i>	<i>Outcome</i>

Note: To determine *Outcome* levels, average the student's performance on the last 3 measures collected.

*New Goal*  
(by \_\_\_\_\_)

Behavior 3/ BOSS category 3: \_\_\_\_\_

\_\_\_ % of observed intervals \_\_\_ times per min/hr/day

<i>Base-Line</i>	<i>Goal</i>	<i>Outcome</i>

Note: To determine *Outcome* levels, average the student's performance on the last 3 measures collected.

*New Goal*  
(by \_\_\_\_\_)

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

Data Collection Method: \_\_\_\_\_

<i>Base-Line</i>	<i>Goal</i>	<i>Outcome</i>

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

*New Goal*  
(by \_\_\_\_\_)

*Step 3: Evaluate Plan Effectiveness:*

5-10 minutes

Look at the data in Step 2. For each goal, use the data to decide how successful the student was in meeting the behavioral/academic goal(s) of the intervention plan:

*If the student's outcome data...**Consider this next step...*

<ul style="list-style-type: none"> <li>• <i>Met or exceeded the SBIT goal:</i></li> </ul> <p><input type="checkbox"/> <i>Concern 1</i></p> <p><input type="checkbox"/> <i>Concern 2</i></p>	<ul style="list-style-type: none"> <li>□ <i>Select a new behavior and/or academic goal and create a new intervention to meet that new goal (or raise the current goal).</i></li> <li>□ <i>Create a plan to discontinue the present intervention 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.</i></li> <li>□ <i>Continue with the present intervention without changes. Schedule a follow-up meeting later in the year to ensure that the student continues to make gains.</i></li> <li>□ <i>Continue with the present intervention with minor changes. Schedule another follow-up meeting within several weeks.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Showed promising progress but did not meet the SBIT goal (the outcome fell between baseline and goal):</i></li> </ul> <p><input type="checkbox"/> <i>Concern 1</i></p> <p><input type="checkbox"/> <i>Concern 2</i></p>	<ul style="list-style-type: none"> <li>□ <i>Continue with the present intervention with minor changes. Schedule another follow-up meeting within several weeks.</i></li> <li>□ <i>Substantially revise or replace the present intervention. Schedule another follow-up meeting in several weeks. (Continue through the steps of this intervention-planning form to revise the intervention.)</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Showed only minor progress (the outcome did not differ significantly from baseline):</i></li> </ul> <p><input type="checkbox"/> <i>Concern 1</i></p> <p><input type="checkbox"/> <i>Concern 2</i></p>	<ul style="list-style-type: none"> <li>□ <i>Substantially revise or replace the present intervention. Schedule another follow-up meeting in several weeks. (Continue through the steps of this intervention-planning form to revise the intervention.)</i></li> <li>□ <i>Refer the student to the Pupil Services Team for discussion-because the student has failed to make meaningful progress despite several well-implemented and monitored interventions. (Review the SBIT Guidelines for Referring Students to PST/CSE.)</i></li> </ul>

*Step 4: Modify or Design an Intervention Plan(s): 15-20 minutes*

**Concern(s) 1 and/or 2:** \_\_\_\_\_

Describe the intervention and any resources necessary for its implementation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- When will the intervention start? \_\_\_\_\_
- Where will the intervention take place? \_\_\_\_\_
- Who will be responsible for carrying out this intervention plan? \_\_\_\_\_  
\_\_\_\_\_
- What (if any) special instructional or behavioral program materials/resources or training is needed for this intervention? (Please specify):  
\_\_\_\_\_
- At what date and time will the case liaison check in with the teacher about the intervention?  
\_\_\_\_\_
- Intervention Integrity: How will the implementation of this intervention be monitored? (i.e.-Was the intervention implemented as designed?)  
\_\_\_\_\_
- How acceptable is the intervention to the classroom teacher?
 

1	2	3	4	5
<b>Low</b>		<b>Medium</b>		<b>High</b>

*Step 5: Review the intervention & monitoring plans 5 minutes*

- At the close of the meeting, follow any of these steps as needed:



- The recorder reviews the main points of the intervention & monitoring plans with the team.
- A person is selected to share meeting information with the student's parent:

*Parent contact person:* \_\_\_\_\_

- The team selects a meeting date and time for the follow-up SBIT meeting:  
**Please note: date should be selected 6-8 weeks from start of intervention- see step 4 for the start date of intervention.**

*Next meeting date & time:* \_\_\_\_\_

- The case liaison reviews the agreed-upon time within the next school week to meet with the referring teachers.