

HILLSIDE BUILDING ASSISTANCE PLAN

TEAM INTERVENTION RECORD

REFERRAL FORM AND INTERVENTION RECORD

Team:

Teachers:

Student's Name:

DOB:

Grade: First

Gender:

BAT Meeting Notification to Parent by: letter phone: Date:

Problem Statement: Describe student difficulty:

Describe what you would like the student to do:

Parent Contact Log (use during entire B.A.T. process)

Parents' Names:

Home Phone:

Work Phone:

Address:

Please record any parental contact made or attempted regarding problem.

Date	Comments:	By Whom :	Phone	Written	Personal

Background Information (please complete before B.A.T. meeting)

What are this student's strengths and positive attributes?

Has student attended school regularly? Yes No Comments:

Are there any health, vision, or hearing concerns documented? Yes

What concerns have been noted in the past?

TEAM INTERVENTION RECORD

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Level I Problem Solving (Teacher-Parent) (please complete *before* B.A.T. meeting)

Please give examples of things you've tried individually and rate their effectiveness. An Intervention is anything done instructionally to teach new skills.

Instructional Interventions Tried	Class	Date Began	Effectiveness Rating				
			1	2	3	4	5
			Not Effective		Moderately Effective		Very Effective
			1	2	3	4	5
			Not Effective		Moderately Effective		Very Effective
			1	2	3	4	5
			Not Effective		Moderately Effective		Very Effective
			1	2	3	4	5
			Not Effective		Moderately Effective		Very Effective
			1	2	3	4	5
			Not Effective		Moderately Effective		Very Effective



STOP! This is all the information you need to take to your first B.A.T. meeting.

Level II Problem Solving (B.A.T.) (to be completed during first B.A.T. meeting)

Meeting Agenda

1. Review Problem
2. Brainstorm Possible Interventions
3. Set measurable goal
4. Develop intervention plan
5. Schedule follow-up date

Date of Meeting:

Brainstorm Possible Instructional Interventions

INTERVENTIONS: What can you do differently to teach new skills?

1.

2.

3.

4.

Select and Develop Intervention Plan
(use Intervention Plan Form matched to problem area)

Set measurable goal

Use Intervention Plan form – make sure goal is written in measurable terms (for example, "By 10/30/08, given a 3rd grade mixed computation probe, Alex will solve 15 correct digits in 3 minutes) and consider baseline and expected levels when developing goal.

Schedule Follow-up Date

Follow-up date to review intervention results: Date _____

**Follow-up B.A.T. Meeting (B.A.T. and possibly parent)
(Review results and determine next steps)**

Date of follow-up meeting: _____

Results of Team Intervention

Student progress: What is student doing now? Include monitoring data. Attach your completed intervention plan and graph to this form.

Determine Next Steps

(Check one):

- _____ Problem Solved
- _____ Problem not solved, redesign or modify intervention
- _____ Problem not solved, move on to Level III (Child Study Team)
- _____ Progress being made, but resources to continue team intervention may be beyond what is reasonable, move on to Level III (Child Study Team)
- _____ Progress being made, but consider 504 Accommodation Plan

If you are going to Level III, (Child Study Team), please document parent contact to indicate that you discussed results of B.A.T. Intervention with parent and will be involving extended problem solving team for further assistance.

Date: _____ **Parent comments:** _____

Please contact Dr. Davis to place student on Child Study Team agenda and bring this form to the meeting, along with any other relevant data about the student.

If you are not going to Level III (Child Study Team) but are changing the original Team Intervention, please complete the following:

Changes in Intervention To Be Attempted

Schedule Follow-up Date

Follow-up date or review intervention activity Date

Follow-up E.A.T. Meeting (E.A.T. and possibly parents)

(Review results and determine next steps)

Date of follow-up meeting

Number of Terms in Session

Follow-up Date _____

Results:

INTERVENTION PLAN

Hillside– West Des Moines CSD

Student's Name:

DOB:

Date:

What is the target behavior? Disruptive behaviors; blurting out without context to situation, out of seat, fidgeting, impulsive (sliding on knees, jumping on desks: Off task behaviors and not beginning his work and staying focused on his work.

What about the behavior is problematic?

What is expected?

What standard was utilized?

Discrepancy:.

Summary of Parental Participation:

Goal:

Procedures (Instructional Strategies)	Arrangements (<i>Where/Frequency/Length of time/Materials</i>)	Person(s) Responsible
Measurement Strategy <i>Who's responsible for doing the actual data collection, method of data collection, measurement conditions, monitoring schedule:</i>	Decision-Making Plan (<i>Frequency of data collection, strategies to be used to summarize for evaluation, number of data points or length of time before data analysis, decision rule</i>):	

Attach graph or other visual representation

Case Manager:

Follow-up Date(s):

Level of Performance after Intervention:

Discrepancy: ☐ Less discrepancy from peers or standard ☐ More discrepancy ☐ Insufficient data for decision-making

Intervention Status: (check one)

- ☐ Problem resolved
- ☐ Progress made, continue intervention
- ☐ Problem not resolved, redesign or modify intervention
- ☐ Problem not resolved, refer to level three
- ☐ Intervention successful but resources needed to maintain intervention are beyond what is reasonable in general education, refer to level three