Effective Teaming within Integrated MTSS

Justyn Poulos, Director of MTSS, OSPI
Susan Ruby, EWU School Psychology
Multi-Tiered System of Supports

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

Learn More: https://www.k12.wa.us/mtss
MTSS Document and Resources

Washington’s Multi-Tiered System of Supports Framework

MTSS Components and Resources

The essential components of Multi-Tiered Systems of Support (MTSS) are interrelated, and as the intensity of student need increases, each of the components also increases in intensity. Teams share the responsibility of making decisions in an MTSS framework. These decisions are driven by high quality data, collected over time, from multiple sources. Teams engage families, students, and community partners to plan, implement, and improve services. Staff and community partners provide a continuum of supports to students through a tiered delivery system, starting with strong core instruction. Staff use evidence-based practices to accelerate student learning across all tiers. Below is information that will expand on these five components and supply resources that will assist in the use of these core components.

MTSS Essential Components

- Team Driven Shared Leadership
- Data-Based Decision-Making
- Family, Student, and Community Engagement
- Continuum of Supports
- Evidence-Based Practices
- Cascading District and School Systems
- Implementation Stages

https://www.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss
Why Integrate?

Build Effectiveness
Interactive nature of academics and social-emotional-behavior
Use academic and SEB data together

Build Efficiency
Problem Solving processes
MTSS practices take time to build

Karah Chapman
School Psychologist,
Center School District 58
Kansas City, Missouri

• Karah Chapman's 9-Year Journey
The Importance of Teams

No Implementation Team

From “Letting it Happen”

14% 17 Years

Improvement in Intervention Outcomes

Implementation Team

To “Making it Happen”

80% 3 Years

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005

Strategies for Effective Teaming

- Team Operating Procedures
- Problem Solving Process
- Clear Mission and Purpose
- Agreements and Norms
- Specified Meeting Roles
- Structured Agenda
Integrated MTSS Framework at the School Level

School Role: To utilize district processes for selection of effective practices and to leverage district supports to ensure strong implementation of those practices.

Developing School Systems to Support
- Effective Team Structures (school, grade, dept.)
- MTSS Implementation Plan
- Communication Plan & Barrier Removal
- Assessment System (data collection, use)
- School & Grade Level Data Review

Tier 1 Social-Emotional-Behavior Supports
- Defining school-wide expectations
- Teaching lesson plans
- Monitoring expectations
- Acknowledgement system
- Correction procedures
- Class-wide PBIS & SEL practices

Tier 1 Elementary Reading Systems
- Evidence-based reading practices
- Uninterrupted daily reading
- Instructional groupings
- Reading curriculum resources
- Grade level teams
- Grade level instructional plans

Tier 2/3 Integrated Intervention System
- Intervention Schedule
- Intervention Details (e.g. program descriptions, entrance/exit criteria)
- Interventionist Implementation Supports (e.g. professional learning, instructional coaching)
- Intensification strategies
- Grade-level or Cross-Department Instructional Plans
- Student Support Team Procedures

Adapted from MiMTSS with permission.
Cascading Supports

Who is supported?

School Leadership Team

School Staff

Students

District Leadership Team

Provides guidance, visibility, funding, and political support

Provides guidance and manages implementation

Demonstrates improved outcomes

How is support provided?

All students in school

All staff in school

Schools in district

Figure 2: Cascading Systems. Adapted from Michigan Multi-Tiered Systems of Supports Technical Assistance Center (MiMTSS TAC) with permission.

https://nirn.fpg.unc.edu/module-3/introduction
Cascade of Supports

Dr. Kim St. Martin
Assistant Director
Michigan MTSS Technical Assistance Center
Framework for Addressing Practice & Supports

Contextual Focus

Practices (Innovation)
Supporting Infrastructure (Implementation)

Unit of Implementation

Teacher
Grade Level Team
Building Team
District Team
ESD
State Education Team

Focus on Practices
Focus on Support

Source: Steve Goodman
Function
Form
Communication Plan Template

The purpose of the Communication Plan is to identify and authentically engage with an organization’s diverse stakeholders. A carefully crafted plan allows for sharing of information with staff, families, students, and relevant community entities. It seeks to celebrate successes, inform, prevent misunderstandings to reduce barriers, and build the collective commitment of the organization’s diverse stakeholders. It facilitates gathering of valuable input and expertise for continuous quality improvement. A carefully designed and used Communication Plan validates how stakeholders are included in the development of the organizations implementation capacity for systemic change “so everyone can see they have a role to play.”

**Mission and Purpose of Communication Plan**

What is the clear purpose and mission of the communication plan?

Click here to enter text.

**Practice-Policy Communication Cycles**

Who is responsible for ensuring feedback and information gathered through communications are used to inform, reduce barriers, and celebrate successes?

Click here to enter text.

<table>
<thead>
<tr>
<th>Information or Messages</th>
<th>Audience (Diverse Stakeholders)</th>
<th>Methods</th>
<th>Frequency</th>
<th>Responsibility</th>
<th>Indicator of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What needs to be communicated?</td>
<td>How does the information change over time as the organization goes deeper into practice?</td>
<td>Are a variety of modes used: conference keynotes, presentations, meetings, Webcasts, etc.?</td>
<td>How often? Is there a schedule?</td>
<td>Who is responsible? What is the role of leadership?</td>
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</tr>
<tr>
<td>Team</td>
<td>Purpose</td>
<td>Evidence based? (yes/no)</td>
<td>Measurable outcomes? (yes/no)</td>
<td>Target group</td>
<td>Staff involved</td>
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</table>
Big Ideas about Role of District Leadership Team

Dr. Caryn Ward
Associate Director of Education and Measurement
National Implementation Research Network

Washington Office of Superintendent of PUBLIC INSTRUCTION
District Leadership Team Example

Dr. Pamela August
Coordinator – School Psychology
North Kansas City Schools, MO

District Leadership Team – District Example
District Leadership Teams

Administration
Families
Community Providers
Teachers
Counselors & Psychs

District Leadership Team Tasks

Standardize the Process

Ensure capacity for schools to implement
- Stakeholder Engagement
- Funding and Alignment
- Policy
- Workforce Development

- Training
- Coaching
- Evaluation
LEADERSHIP TEAMING

Executive Functions

Implementation Functions

Stakeholder Engagement
Funding and Alignment
Policy
Workforce Capacity

Training
Coaching
Evaluation

Local Implementation Demonstrations
Positive Behavioral Interventions and Supports
Implementation Blueprint:
PBIS District Systems Fidelity Inventory (DSFI)

DISTRICT CAPACITY ASSESSMENT
Version 7.7 - October 2019
<table>
<thead>
<tr>
<th>Who</th>
<th>Recommended Membership</th>
<th>Purpose</th>
<th>Information Gathered</th>
<th>Example Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Leadership</td>
<td>Stakeholders from across the district:</td>
<td>Oversee the implementation of an integrated, multi-tiered approach to:</td>
<td>System, process, and outcome data in the areas of reading and behavior:</td>
<td>Develop training calendar for professional development in the areas of PBIS and literacy:</td>
</tr>
<tr>
<td>(Meets monthly or bimonthly)</td>
<td>Point Person (someone with authority to allocate resources)</td>
<td>School-wide Behavior Model</td>
<td>School overall ODR data</td>
<td>Communicate with school board regarding progress in PBIS and literacy</td>
</tr>
<tr>
<td></td>
<td>Systems Coach</td>
<td>School-wide Literacy Model</td>
<td>Literacy benchmarking data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy and Behavior Representatives</td>
<td>RTI SLD eligibility in elementary (if a district priority)</td>
<td>School fidelity data (BoQ, PET-R, SET)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Director</td>
<td></td>
<td>School action plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPED Director</td>
<td></td>
<td>DSSP Team Self-Assessment, action plan and priorities</td>
<td></td>
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<tr>
<td></td>
<td>Principals (from each level)</td>
<td></td>
<td>Stakeholder support</td>
<td></td>
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<tr>
<td></td>
<td>Others as needed</td>
<td></td>
<td>Professional development and coaching</td>
<td></td>
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</table>
Selection Process

Dr. Caryn Ward
Associate Director of Education and Measurement
National Implementation Research Network
Hexagon Tool
(and free module)

https://modules.fpg.unc.edu/sisep/hexagon-tool/
Selection and De-Selection Process

1. Identified Need/Request
2. Request to District Team to Review
3. Determine Individuals to Include in Review Process
4. Team Follows Hexagon Tool use Process
5. Initial Implementation Process Begins

https://docs.google.com/document/d/1smN3j9Rmhx_EBjFpjrbjau7RtsHFPb/edit#heading=h.2et92p0
District Level Teams: Breakout and Polls
Role of School Leadership Teams

Dr. Caryn Ward
Associate Director of Education and Measurement
National Implementation Research Network
School Leadership Team Example

Dr. Pamela August
Coordinator – School Psychology
North Kansas City Schools
School Leadership Teams

School Leadership Team Tasks

Oversight and guidance for initial and sustained implementation

Contextualize the implementation
- Team
- Train
- Support
- Feedback
<table>
<thead>
<tr>
<th>Who</th>
<th>Recommended Membership</th>
<th>Purpose</th>
<th>Information Gathered</th>
<th>Example Activities</th>
</tr>
</thead>
</table>
| School-wide Team | o System coach as needed and meeting facilitator  
 o Principal  
 o Representative from:  
 o Each Grade Level  
 o SPED  
 o ELL Programs  
 o Counseling  
 o Title I | o Provide guidance with implementation of school-wide assessments, action planning, and evaluation of the improvement process  
 o Create school-wide action plan  
 o Support implementation of grade-level action plans and progress monitoring checklist(s)  
 o Emphasis on prevention  
 o Communicate and celebrate with school and community | o System, process, and outcome data in the areas of reading and behavior  
 o ODR data  
 o Attendance  
 o Three times a year, team spends extended time (1/2 day) working with literacy benchmarking data  
 o Fidelity data (SET, PET-R)  
 o Create school-wide action plan with PBIS and literacy emphasis  
 o Oversee and support grade level literacy and PBIS action plans  
 o Summary of progress monitoring data | o Write school improvement plan to focus on increasing number of students’ reading at grade level  
 o Guide staff in identifying, teaching, monitoring, and encouraging behavior expectations  
 o Plan universal literacy screening  
 o Acquire curriculum instructional materials |
<table>
<thead>
<tr>
<th>Teams</th>
<th>DSFI</th>
<th>DCA</th>
<th>TFI</th>
<th>RTFI</th>
<th>ECBOQ</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>District:</td>
<td></td>
<td>1. Membership</td>
<td>School:</td>
<td></td>
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<tr>
<td></td>
<td>1. Leadership Authority</td>
<td></td>
<td>2. Leadership Authority</td>
<td>1. Membership</td>
<td>1. Membership</td>
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<td></td>
<td>5. Operating Procedures</td>
<td></td>
<td>1.1 Membership:</td>
<td></td>
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<td></td>
<td>6. Action Planning</td>
<td></td>
<td>1.2 Operating Procedures</td>
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<td></td>
<td>7. Communication</td>
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<td></td>
<td>8. Goal Identification</td>
<td></td>
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</tbody>
</table>

**Grade:**

1. Grade level teams established, membership includes principal
2. Grade level teams use effective team process

**Site/School:**

1. Membership
2. Authority
3. Operating procedures
4. Mission/purpose
5. Policy statement
Team Train Support Feedback

• **Team**
  • Clearly define expectations/practices.
  • Develop capacity of team to ensure support to staff

• **Train**
  • Provide training to staff to implement

• **Support**
  • Ongoing coaching to staff

• **Feedback**
  • Feedback loops to and/from district and classroom/grades
School Leadership Teams: Polling and Breakout Discussion
Grade Level & Content Teams

Teachers from across a grade or content area

Administration

Staff who provide supplementary instruction

Grade Level & Content Team Tasks

Support the implementation of Tier 1 instruction

- Instructional planning
- Differentiated Supports
- Progress monitoring
<table>
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<th>Recommended Membership</th>
<th>Purpose</th>
<th>Information Gathered</th>
<th>Example Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-Level Team</td>
<td>o Principal and meeting facilitator</td>
<td>o Periodic Big Look at data and action planning for instructional groups</td>
<td>o Information on the effectiveness of reading instruction at the specific grade level</td>
<td>o Evaluate core curriculum and supplement areas critical to reading success at specific grade level</td>
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<tr>
<td></td>
<td>o School-level literacy coach</td>
<td>o Analyze data at the grade/student level, implement and evaluate instruction, and create individual instructional plans</td>
<td>o Example: DIBELS, easyCBM, AIMSweb, OAKS, progress monitoring data</td>
<td>o Create consistent classroom management procedures and routines</td>
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<tr>
<td></td>
<td>o Teachers from each grade</td>
<td>o Primary emphasis on prevention then intervention</td>
<td>o Three times a year, take summary of benchmarking data from school-wide team and design instructional action plans for all groups</td>
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<tr>
<td></td>
<td>o Representatives from</td>
<td></td>
<td>o Look at progress monitoring data</td>
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<td></td>
<td>o SPED</td>
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<tr>
<td></td>
<td>o ELL Program</td>
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<td></td>
<td>o Title I</td>
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<td></td>
<td>o Counseling</td>
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Developing Knowledge of School-based Practices

Elizabeth W. Lock, Ed. S.
School Psychologist
MTSS Coordinator/Data Specialist Kirkwood School District

Knowledge of Practices in Schools
Professional Learning Communities (PLCs) (Dufour & Dufour, 1998)

• Grade level team model used in schools across the country
• Differ significantly from school to school – training dependent
• Four guiding questions:
  • What is it we want our students to know and be able to do?
  • How will we know if each student has learned it?
  • How will we respond when some students do not learn it?
  • How will we extend the learning for students who have demonstrated proficiency?

1. Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together.

2. The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable.

3. The team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.

4. The team develops common formative assessments to frequently gather evidence of student learning.

5. The school has created a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.

6. The team uses evidence of student learning to inform and improve the individual and collective practice of its members.

Solution Tree: https://www.allthingsplc.info/tools-resources
Tier 2 & 3 Systems Teams

Counselor & Psychs

Teachers

Community partners

Tier 2 & 3 Systems Team Tasks

- Monitor the health of the system
- How are students identified for additional support?
- How many students are receiving additional support?
- How well are the additional supports working?
- Make determination for student support teams
REQUEST FOR ASSISTANCE

Request for Assistance
Addressed to: Tier 2 Systems Team

Student Name: ________________________ Grade: _______

Date: ____________________________ IEP (circle one) Yes No

Teacher: ____________________________

1) I am (circle one): Teacher/Team Family Member Student

Name: ____________________________

Relationship to student: ____________________________

2) Type of Concern:
   __Academic only
   __Behavior only
   __Both Academic and Behavior

3) Briefly describe target behavior and differentiated classroom supports implemented. Include data collected (i.e. minutes, classroom observations).

4) Briefly describe the replacement behavior (skill) the student needs to be successful.

Reverse Request for Assistance: Interventions Change
Addressed to: Student’s Teacher(s)

Student Name: ________________________ Grade: _______

Date: ____________________________ IEP (circle one) Yes No

Teacher: ____________________________

Based on preliminary data, it has come to our attention that (Intervention) is not having a significantly positive effect on the student.

Please identify potential modifications or an additional layer of intervention the Tier 2 team should consider.

No change in behavior support requested at this time, please continue CICO.

Modify CICO by (select one):
- Including a specific goal connected to the schoolwide expectation of ____________________________.
- Changing greeter location because ____________________________.
- Assign a specific greeter such as ____________________________.
- Other: ____________________________.
Intervention Review Meetings

**Purpose of the Meeting:** Check in on student/students’ progress in interventions. To determine if there is a group problem or an individual student problem that needs to be addressed and determine what adjustments need to be made.

**Group problem:** Typically, when most of the students in the group are not making adequate progress

**Individual problem:** Typically, when most of the students in the group are making adequate progress except for one or two students

---

**Data Needed**

- Progress monitoring graphs
- Intervention information (what intervention, minutes per day, group size, interventionist)
- Intervention assessment data
- Diagnostic assessment (if you have it)
Tier 2/3 Meetings: Step 1

Determine if you have any group problems

Examine and determine if most of the students in an intervention group are making adequate progress. If the majority of the students in the group are not making progress, examine the following:

- Is the intervention matched to the students’ needs?
- Is the intervention being delivered with fidelity? (Was the interventionist trained?)
- Are the students placed in the correct lesson in the intervention?
- Are the students receiving the intervention for the appropriate amount of time?
- Is the environment conducive to providing interventions?
- Other questions?
Resource if Group Problems Exist

• Why fidelity? If we don’t implement critical components of an intervention with consistency, we cannot link student outcomes to the instruction provided. Fidelity can help us to determine the effectiveness of an intervention, and identify if a student requires more intensive supports.

https://mtss4success.org/resource/considerations-effective-implementation-5-elements-fidelity
Tier 2/3 Meetings: Step 2

Determine if you have any individual student problems

Examine data of any students in the group that are not making sufficient progress compared to the group. If most kids are making progress in the group but one or two are not examine the following:

- **Fidelity to the program**
  - Student Engagement
  - Adherence
  - Program Specificity
  - Quality of Delivery
  - Exposure/Duration
Tier 2/3 Meetings: Step 2, cont.

Determine if you have any individual student problems

- Determine any curriculum, instructional, environmental or learner factors that might be contributing to the student’s making limited progress

Examine Curriculum needs
  - Is the intervention matched to the student’s needs?
  - Is the student placed correctly in the intervention?
  - Do we need to add an additional component to the intervention?
  - Other questions?

Examine Instructional needs
  - Does the program have sufficient engagement (OTRs) and immediate feedback?
  - Does the student need more practice on the targeted skill?
  - Do we need to change to a more explicit program? (Are he/she in a Tier 2 intervention and he/she need to move to a Tier 3 intervention?)
  - Does the pacing of the intervention allow the student to catch up?
  - Other questions?
Goodness of Fit – Elizabeth Lock

Elizabeth W. Lock, Ed. S.
School Psychologist
MTSS Coordinator/Data Specialist Kirkwood School District

Importance of fit for interventions
Tier 2/3 Meetings: Step 2, cont.
Determine if you have any individual student problems

• **Examine Environmental needs**
  • Is the instructional environment free from distractions?
  • Does the student need a smaller group size?
  • Does the student need more behavior supports?
  • Other questions?

• **Examine Learner needs:**
  • Is the student attending? Core instruction? Intervention?
  • Does the student have any health and or social/emotional issues?
  • Glasses, hearing, medication needs?
  • Other questions?
Academic Tier 2/3 Example

Dr. Pamela August
Coordinator – School Psychology
North Kansas City Schools

[Image of Dr. Pamela August]
Total Enrollment: 500

<table>
<thead>
<tr>
<th>Social/Academic Instructional Groups</th>
<th># of Students Participating</th>
<th># of Students Responding</th>
<th>Response Rate</th>
<th>Please list below your data-based decision-rule to determine youth 'response' to each of the groups</th>
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<tbody>
<tr>
<td>friendship</td>
<td>6</td>
<td>2</td>
<td>33.3%</td>
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<tr>
<td>managing frustration</td>
<td>12</td>
<td>5</td>
<td>41.7%</td>
<td>behavior incidents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2 Interventions</th>
<th># of Students Participating</th>
<th># of Students Responding</th>
<th>Response Rate</th>
<th>Please list below your data-based decision-rule to determine youth 'response' for each of the interventions. Example: Students received 80% or better on Daily Progress Report for 4 consecutive weeks</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-in Check-out</td>
<td>25</td>
<td>16</td>
<td>64.0%</td>
<td>80% of daily points for 3 weeks</td>
<td>5.0%</td>
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<tr>
<td>Social/Academic Instructional Groups</td>
<td>18</td>
<td>7</td>
<td>38.9%</td>
<td>Completed above.</td>
<td>3.6%</td>
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Tier 2/3 Systems Teams: Polling and Breakouts
# Teaming Structures Across the Tiers

<table>
<thead>
<tr>
<th>Schoolwide (Core/Tier 1)</th>
<th>Targeted (Tier 2)</th>
<th>Intensive (Tier 3)</th>
<th>Individualized Education Program (IEP) Team</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Questions</strong></td>
<td>Is the core programming meeting the academic or behavioral needs of most students (e.g., 80% of students)?</td>
<td>Are the targeted supports meeting the academic or behavioral needs of students receiving targeted interventions?</td>
<td>Are the intensive supports meeting the academic or behavioral needs of students with intensive needs?</td>
</tr>
</tbody>
</table>

**Relevance to Data-Based Individualization**

- **X**
- **X**
- ✔️
- ✔️

**Team Membership**

- School/building/leadership team, with subcommittees focused on academics and behavior (as needed)
- Grade-level or problem-solving teams with representatives from school leadership team subcommittees (as needed)
- Student-level team with representatives from problem-solving teams, and personnel with content and data analysis expertise
- Similar to intensive support team, with additional members required by IDEA for a multidisciplinary team

**Roles and Responsibilities**

- Develop plan, support implementation, and monitor the effectiveness of Core/Tier 1 programming
- Develop plan, support implementation, and monitor the effectiveness of Targeted/Tier 2 programming
- Develop plan, support implementation, and monitor the effectiveness of Intensive/Tier 3 programming
- Determine special education eligibility, develop an IEP aligned with an intensive support plan, monitor the effectiveness of Intensive programming, and evaluate progress toward IEP goals

**Data Sources**

- Benchmark/universal screening assessments, district assessments, state assessments, discipline referrals
- Benchmark/universal screening assessments, progress monitoring measures, behavior “point sheets,” discipline referrals
- Academic diagnostic assessments, functional behavior assessment, individual student data across academics and behavior (e.g., work samples, anecdotal or observational data)
- Use data from Tiers 1–3 with requirements for special education eligibility and programming (e.g., psychoeducational assessments, speech/language assessments, medical assessments and diagnoses)

**Frequency of Data Collection/Data Review**

- Academics and behavior: Three times per year
- Academics: One or more times per month
- Behavior: One or more times per week
- Academics: One or more times per week
- Behavior: One or more times per day
- Progress may use data collected in various tiers of support or may be specific to IEP goals; IEP must be reviewed at least annually

Student Support Teams

- Content Experts
- Member of systems teams
- Familiarity with student
- Familiarity with school system

Student Support Team Tasks

- Review needs/data for students who are not responding to existing supports.
- Plan for modified supports.
## Individual Student Teams

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td><strong>Student and family</strong></td>
</tr>
<tr>
<td><strong>Community supports</strong></td>
</tr>
<tr>
<td><strong>Individuals identified by family/student</strong></td>
</tr>
<tr>
<td><strong>Staff with familiarity of student</strong></td>
</tr>
<tr>
<td><strong>Staff with familiarity to school systems</strong></td>
</tr>
<tr>
<td><em>(May be the IEP team)</em></td>
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</tbody>
</table>

**Individual Student Team Tasks**

- Responsible for individual student’s academic growth
- Social-emotional-behavioral growth
- Career development
- Quality of life
Data Based Individualization (DBI): A More Intensive Approach

- DBI is distinctively different from and a more intensive approach to intervention than primary prevention’s (Tier 1’s) core program and secondary prevention’s (Tier 2’s) validated, supplementary programs (NCII, 2013).

- Research on DBI has demonstrated better reading, mathematics, and spelling outcomes than business-as-usual special education practice (e.g., Fuchs, Fuchs, & Hamlett, 1989).
DBI Steps

1. Validated intervention program, delivered with greater intensity to the group
2. Progress monitoring
3. Informal diagnostic assessment
4. Adaptation to validated intervention
5. Continued progress monitoring, with adaptations occurring whenever needed to ensure adequate progress
Resource:

Intensifying and Individualizing Validated Interventions

Intensification Strategy Checklist

Use these ideas, as well as your own, to guide planning for intensive intervention. For more information about intensifying intervention, see the following modules:

- Designing and Delivering Intervention for Students with Severe and Persistent Academic Needs: 
  http://www.intensiveintervention.org/resource/designing-and-delivering-intervention-students-severe-and-persistent-academic-needs-
- Designing and Delivering Intervention for Students with Severe and Persistent Behavior Needs: 

Note: Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity, and for a sufficient amount of time.

Possible Quantitative Strategies (Try First)

- Increase the length of intervention sessions
- Increase the number of intervention sessions per week
- Decrease the group size
- Decrease the total number of sessions
- Decrease the heterogeneity of group (group student with others of a closer performance level)
- Consider an intervention setting with fewer distractions

Possible Qualitative Strategies (Try Next)

1. Elements of Explicit Instruction

- Use precise, simple language to teach key concepts or procedures.
- Model new concepts with examples and “think aloud” as you work through steps.
- Fade steps from examples, so that students gradually assume responsibility for completing more and new steps.
- Break tasks into smaller steps, compared to less intensive levels of instruction/intervention.
- Break behavior goals into small chunks or steps.
- Provide concrete learning opportunities (including role play and use of manipulatives).
- Have students explain new concepts, in their own words, incorporating the important terms you taught earlier.
Key Element: Progress Monitoring and Data Use

- Key Considerations – Build on Foundation Developed in Tier 2/3 Meetings
  - Use valid, reliable progress monitoring tool.
  - Graph the data.
  - Collect data at regular, frequent intervals within intensive intervention
  - Progress monitor at the student’s instructional level to most accurately measure growth
  - Use established decision making rules: at least 7 data points, 4 data points or trendline analysis
Informal Diagnostic Data

- Progress monitoring assessments help teams determine *when* an instructional change is needed.
- Informal diagnostic assessments allow teams to use available data (e.g., progress monitoring data, informal skill inventories, work samples) to help determine the *nature* of the intervention change needed.

NCII: [https://intensiveintervention.org/intensive-intervention/diagnostic-data](https://intensiveintervention.org/intensive-intervention/diagnostic-data)
Key Element:
Student Intervention Meetings & Plans

Team Meetings:

- Clear purpose, roles, responsibilities, and norms
- Time to plan and to assess effectiveness of intervention
- Clear decision rules (based on data)
- A plan or process for documentation of decisions, student progress, and intervention changes
Data teams serve multiple roles in the data-based individualization (DBI) process and across a multi-tiered system of support (MTSS).

This resource from NCII and the PBIS Center, provides information about how DBI can support IEP implementation and provides a table with key considerations for teams working across the MTSS system.

Although schools may have multiple teams that look at different types of data across a multi-tiered system of support (MTSS), when talking about the DBI process, the team is focused on the needs of individual students who are not making progress in their current intervention or special education program. It is critical that these meetings are driven by data, occur regularly, and use an efficient, consistent process that allows participants to review progress and make intervention decisions for students. NCII has created a series of tools to help teams establish efficient and effective individual student data meetings.
Preparing for the Meeting

- Ensure that team members are prepared to discuss students by using the premeeting documents. These resources are intended to support teams in developing a holistic sense of the student, including relevant background information, current performance, current supports, prior intervention efforts, and other relevant data.

- Process Guidance Document

- Premeeting Background Form
Examples of Student Intervention Planning Meeting Tools

**Initial Meeting Note-Taking Template**

<table>
<thead>
<tr>
<th>Meeting Attenders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Timekeeper</td>
</tr>
<tr>
<td>Scribe</td>
</tr>
<tr>
<td>Note-Taker</td>
</tr>
<tr>
<td>Other Attendee</td>
</tr>
</tbody>
</table>

1. Introduction and purpose of facilitation (5 min).
   - **Teacher:** Student.
   - **Purpose of meeting:**

2. Describe student and share data (Referring teacher: 5 min).
   - Description of student (Strengths and areas of concern):

3. Current intervention and supports:
   - Review of student data:

4. Ask clarifying questions to create hypotheses (Team: 2 min).
   - Summary of questions and responses:

5. Hypothesized factors that are contributing to insufficient progress:

**Intervention Planning Background Form**

Purpose & Directions: This form is intended to support planning for students who are being considered for Individual Education Plans or behavior interventions. The referring teacher should complete this form and submit it to the facilitator prior to an individual intervention planning meeting. Appointments are optional and may be completed based on the needs of concerns.

**Teacher completing form**

- **Other service provider(s):**
- **Date:**

**Student Information**

- **Student name:**
- **Parent information:**

**Areas of difficulty:**

- **Reading:**
- **Math:**
- **Writing:**
- **Behavior:**
- **Other:**

- **Has there been consistent communication with the parent/guardian?**
- **If yes:**
- **If no:**

- **Will be the student attend the meeting?**
- **If yes:**
- **If no:**
Roles and Responsibilities

▪ Facilitator: Explains the purpose of the meeting and keeps the participants on task.
▪ Teacher: Completes the premeeting process, describes the student, and shares student data during the meeting.
▪ Note-Taker: Takes formal notes for documentation using existing forms or a template as needed.
▪ Scribe: Takes informal notes and tracks brainstorming ideas in a visible space.
▪ Timekeeper: Times each section of the meeting and helps the team adhere to the allotted time.
Initial Meeting

Conducting the Initial Meeting

The initial meeting documents can assist teams in facilitating an efficient and effective process for analyzing data and designing intensive intervention plans for students.

- Agenda
- Facilitator’s Guide
- Participant Guide
- Note-taking Template
- Intervention Plan (For Small Groups or Individual Students)
- Intensification Strategy Checklist Handout
## Sample Agenda

<table>
<thead>
<tr>
<th>Step</th>
<th>Who</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the Premeeting Form and bring graphed progress-monitoring data, sample progress-monitoring probes, relevant work samples, and other available diagnostic data.</td>
<td>Referring teacher</td>
<td>Before meeting</td>
</tr>
<tr>
<td>1. <strong>Introduction and purpose</strong></td>
<td>Facilitator</td>
<td>2 min.</td>
</tr>
<tr>
<td>2. <strong>Describe the student and share data</strong></td>
<td>Referring teacher</td>
<td>5 min.</td>
</tr>
<tr>
<td>3. <strong>Ask clarifying questions to create hypothesis</strong></td>
<td>Team</td>
<td>5 min.</td>
</tr>
<tr>
<td>4. <strong>Review evidence-based strategies for intensification</strong></td>
<td>Team</td>
<td>8–10 min.</td>
</tr>
<tr>
<td>5. <strong>Prioritize and plan</strong></td>
<td>Team</td>
<td>5–7 min.</td>
</tr>
<tr>
<td>6. <strong>Wrap-up and next steps</strong></td>
<td>Facilitator</td>
<td>3 min.</td>
</tr>
</tbody>
</table>
Facilitating Ongoing Meetings

Ensure that ongoing meetings run smoothly by using the progress monitoring meeting documents. These tools are intended to support teams as they review student progress monitoring data after the initial intervention plan has been put in place and determine whether the student is making progress at an acceptable rate or if adaptations to the intervention plan are necessary.

- **Agenda**
- **Facilitator’s Guide**
- **Participant Guide**
- **Note-taking Template**
- **Intervention Plan (For Small Groups or Individual Students)**
- **Student Progress Monitoring Tool for Data Collection and Graphing**
- **Student Intervention Implementation Log**
- **Intensification Strategy Checklist Handout**
- **Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank**
- **Data Meeting Plan Fidelity Checklist**
When to refer for an evaluation for Special Education Eligibility

Dr. Pamela August
Coordinator – School Psychology
North Kansas City Schools

When to refer to Special Education
Special Education Leadership Team

Dr. Pamela August
Coordinator – School Psychology
North Kansas City Schools

Special Education Leadership Team
How do we get started?

Tawni Barlow, Director of Student Services
Medical Lake School District

How do we get started?
Thank You!

Feel free to contact us:
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Justyn Poulos: Justyn.Poulos@k12.wa.us