Effective Teaming within Integrated MTSS

Justyn Poulos, Director of MTSS, OSPI

Susan Ruby, EWU School Psychology

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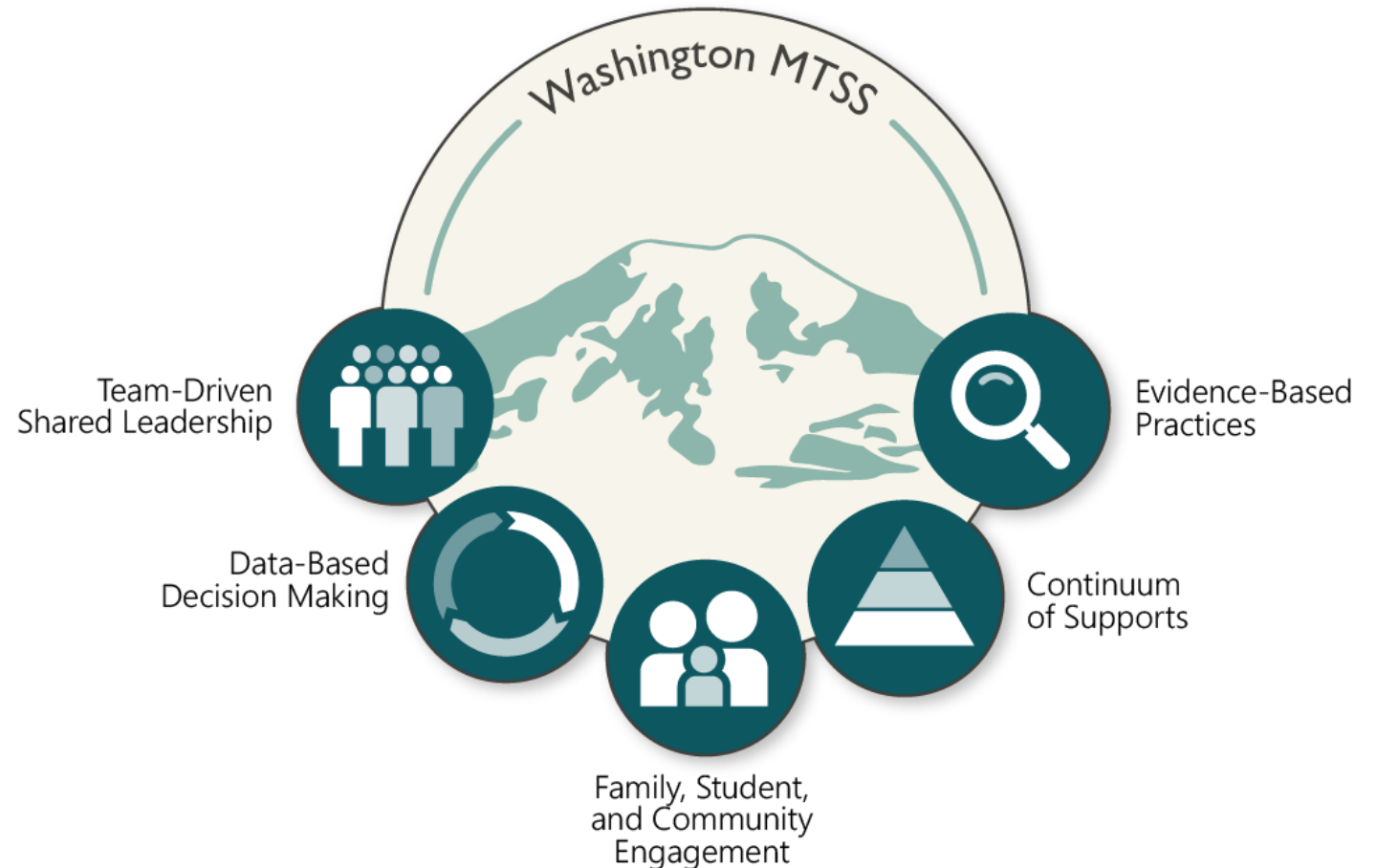**PUBLIC INSTRUCTION**

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

Washington MTSS

Team-Driven Shared Leadership

Evidence-Based Practices

Data-Based Decision Making

Continuum of Supports

Family, Student, and Community Engagement

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MTSS Document and Resources

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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	+

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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

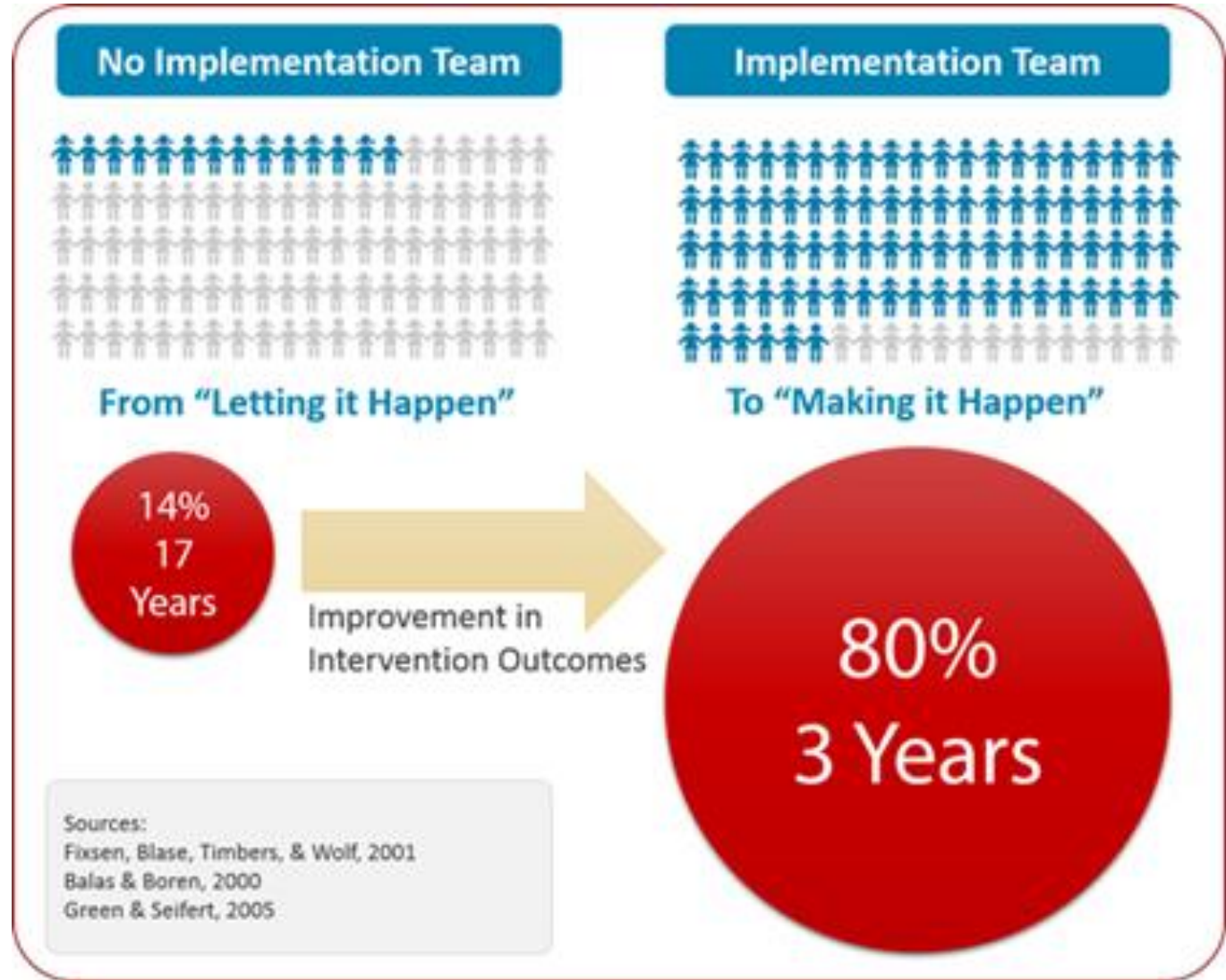## Build Efficiency

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

https://nirn.fpg.unc.edu/module-3/topic-2

Strategies for Effective Teaming

Team Operating Procedures

Problem Solving Process
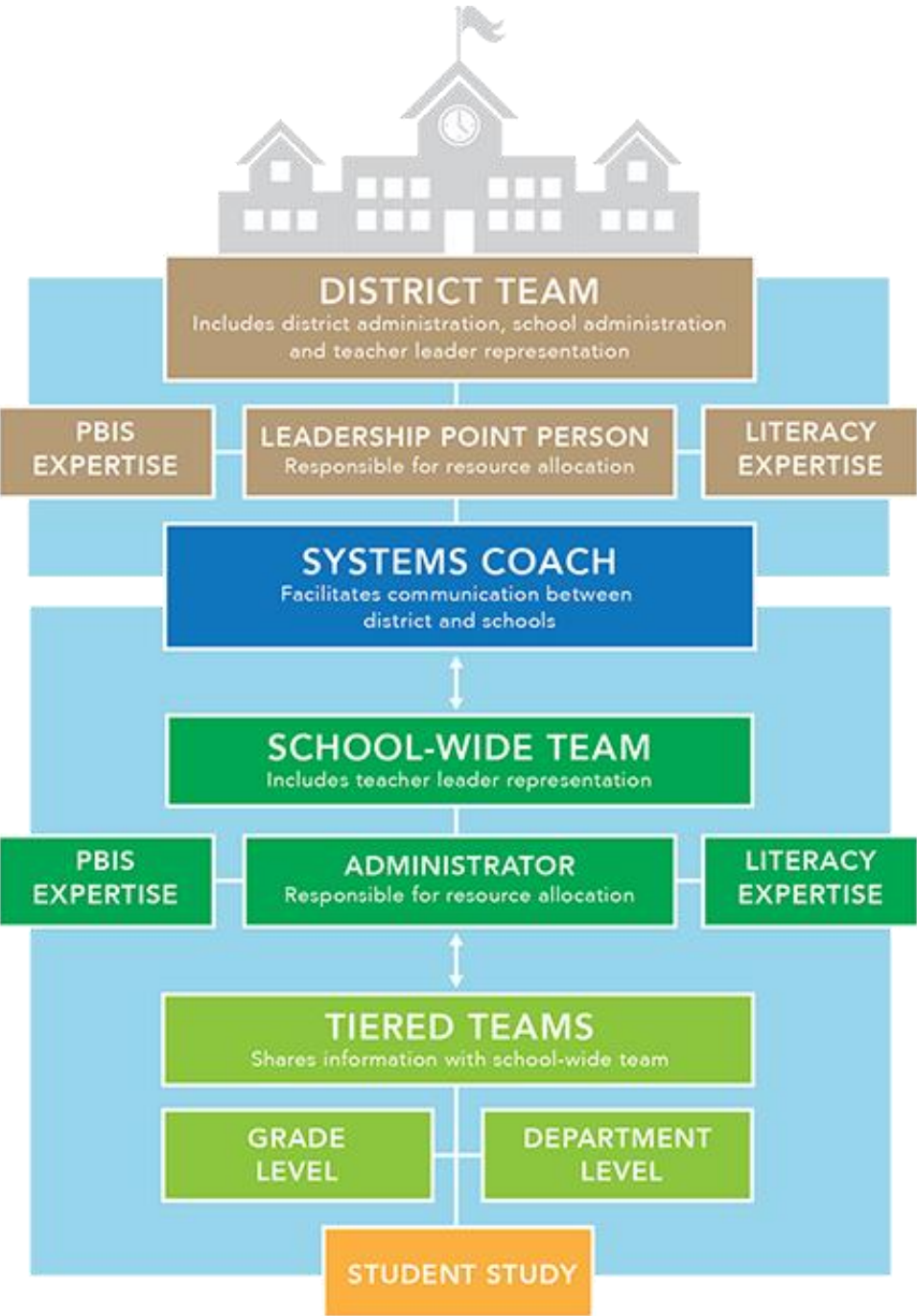
Clear Mission and Purpose

Agreements and Norms
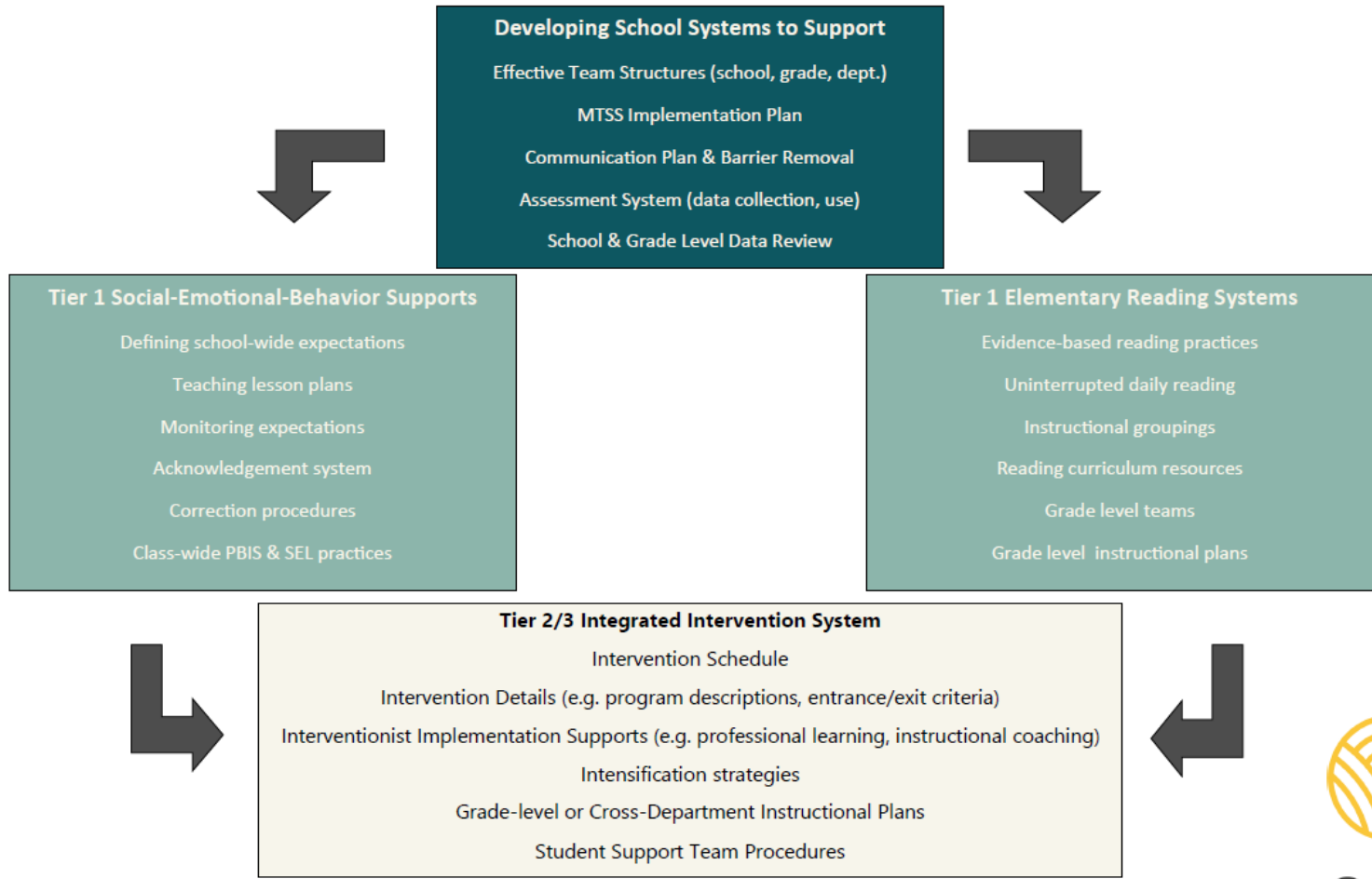
Specified Meeting Roles

Structured Agenda

Integrated Teams

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.
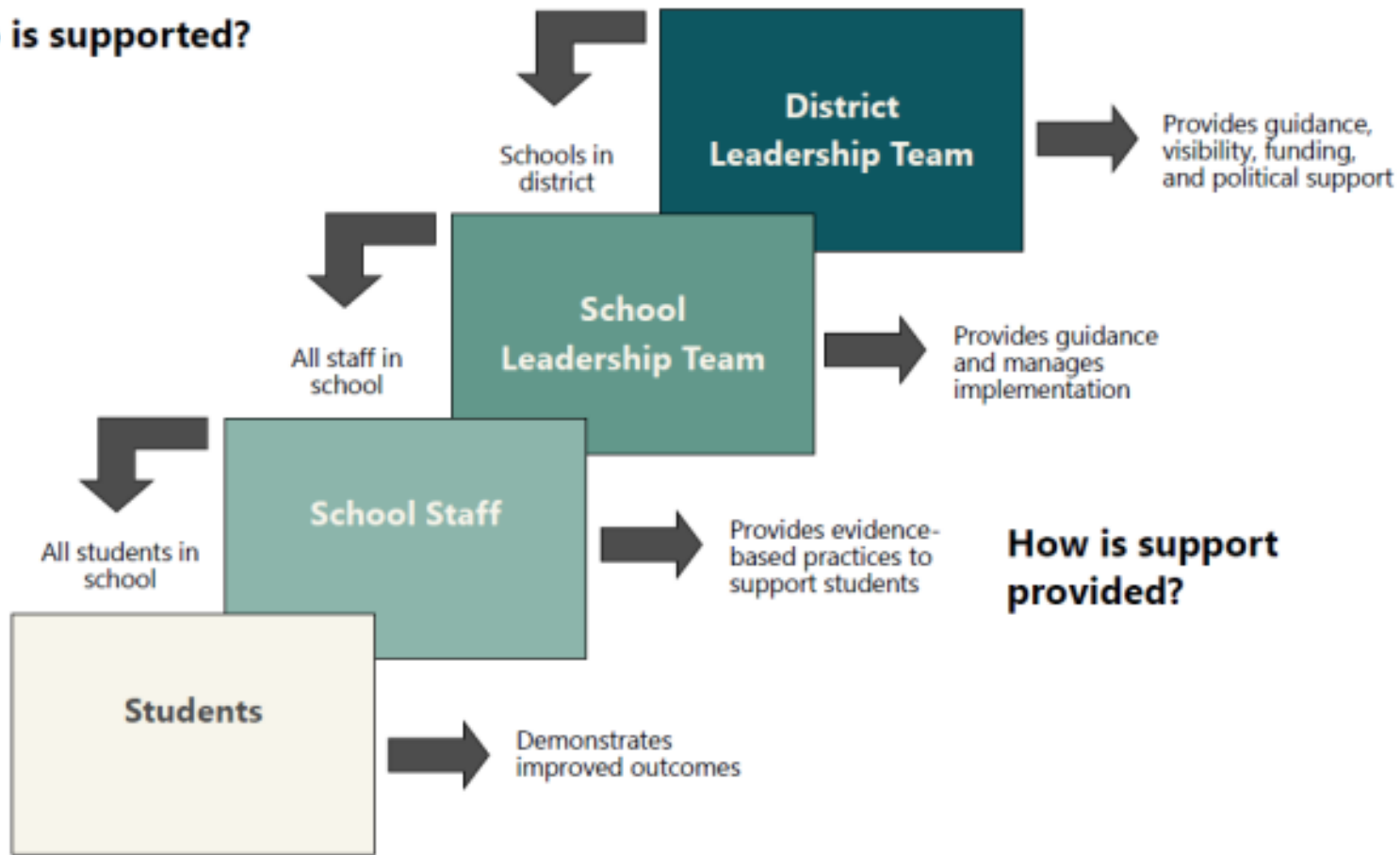
Developing School Systems to Support

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

OSPI

Adapted from MiMTSS with permission.

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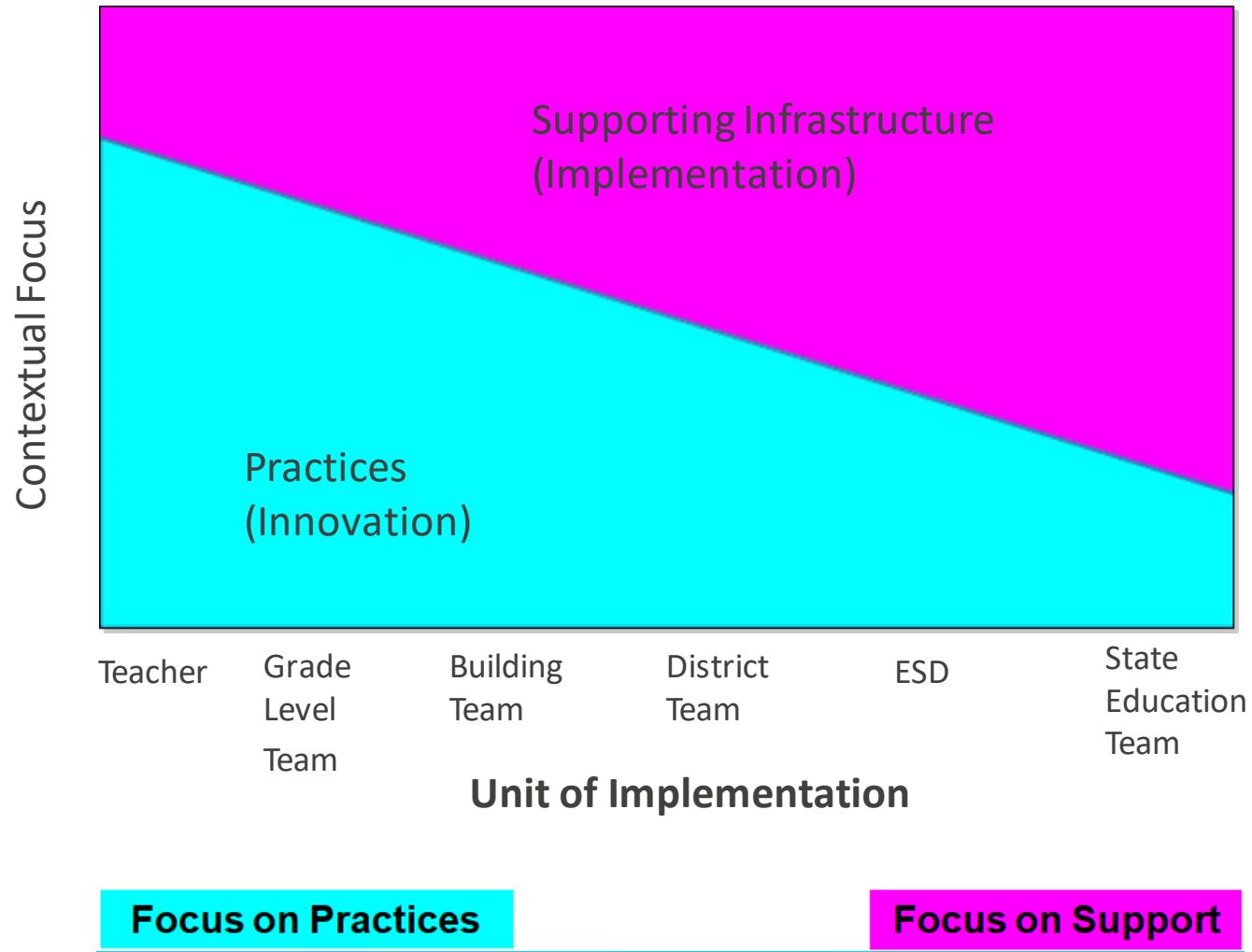**PUBLIC INSTRUCTION**

Cascading Supports

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

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

Cascade of Supports

Dr. Kim St. Martin
Assistant Director
Michigan MTSS Technical
Assistance Center

Kim St. Martin

Framework for Addressing Practice & Supports

Source: Steve Goodman

Function
Form

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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.

Information or Messages *What needs to be communicated? How does the information change over time as the organization goes deeper into practice?*	**Audience (Diverse Stakeholders)** *Who needs to be communicated with?*	**Methods** *Are a variety of modes used: conference key notes, presentations, meetings, Webpages, Webcasts, etc.?*	**Frequency** *How often? Is there a schedule?*	**Responsibility** *Who is responsible? What is the role of leadership?*	**Indicator of Success** *What data is used and how often to determine effectiveness of communication?*
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Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Team	Purpose	Evidence based? (yes/no)	Measurable outcomes? (yes/no)	Target group	Staff involved	Relationship to district's misson (low/med/high)	Overall priority (low/med/high)	Next steps (e.g., retain, enhance, cancel, merge)

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Big Ideas about Role of District Leadership Team

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

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District Leadership Team Example

Dr. Pamela August
Coordinator –
School
Psychology
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District Leadership Team – District Example

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District Leadership Teams

District Leadership Team Tasks

Administration

Families

Community Providers

Teachers

Counselors & Psychs
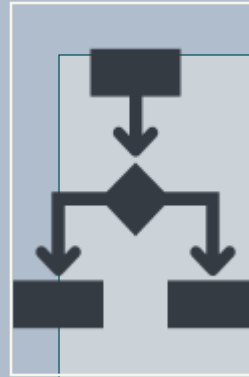
Standardize the Process
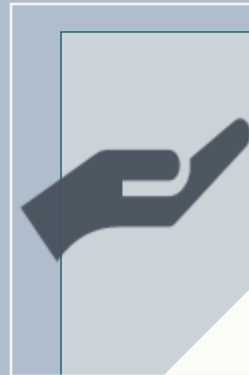
Ensure capacity for schools to implement

- Stakeholder Engagement
- Funding and Alignment
- Policy
- Workforce Development

- Training
- Coaching
- Evaluation

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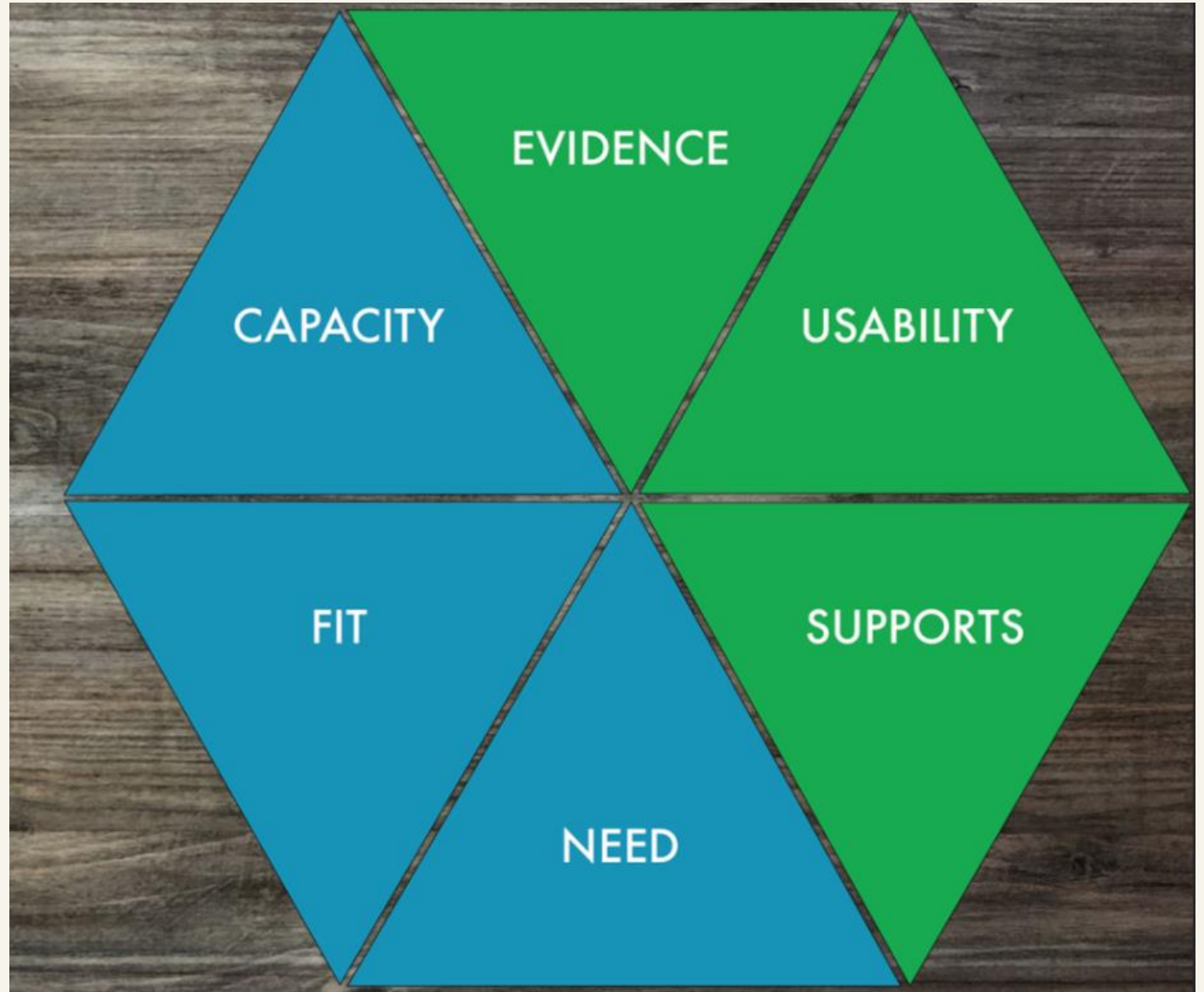| Who	Recommended Membership	Purpose	Information Gathered	Example Activities
District Leadership (Meets monthly or bimonthly)	o Stakeholders from across the district: o Point Person (someone with authority to allocate resources) o Systems Coach o Literacy and Behavior Representatives o Curriculum Director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

Selection Process

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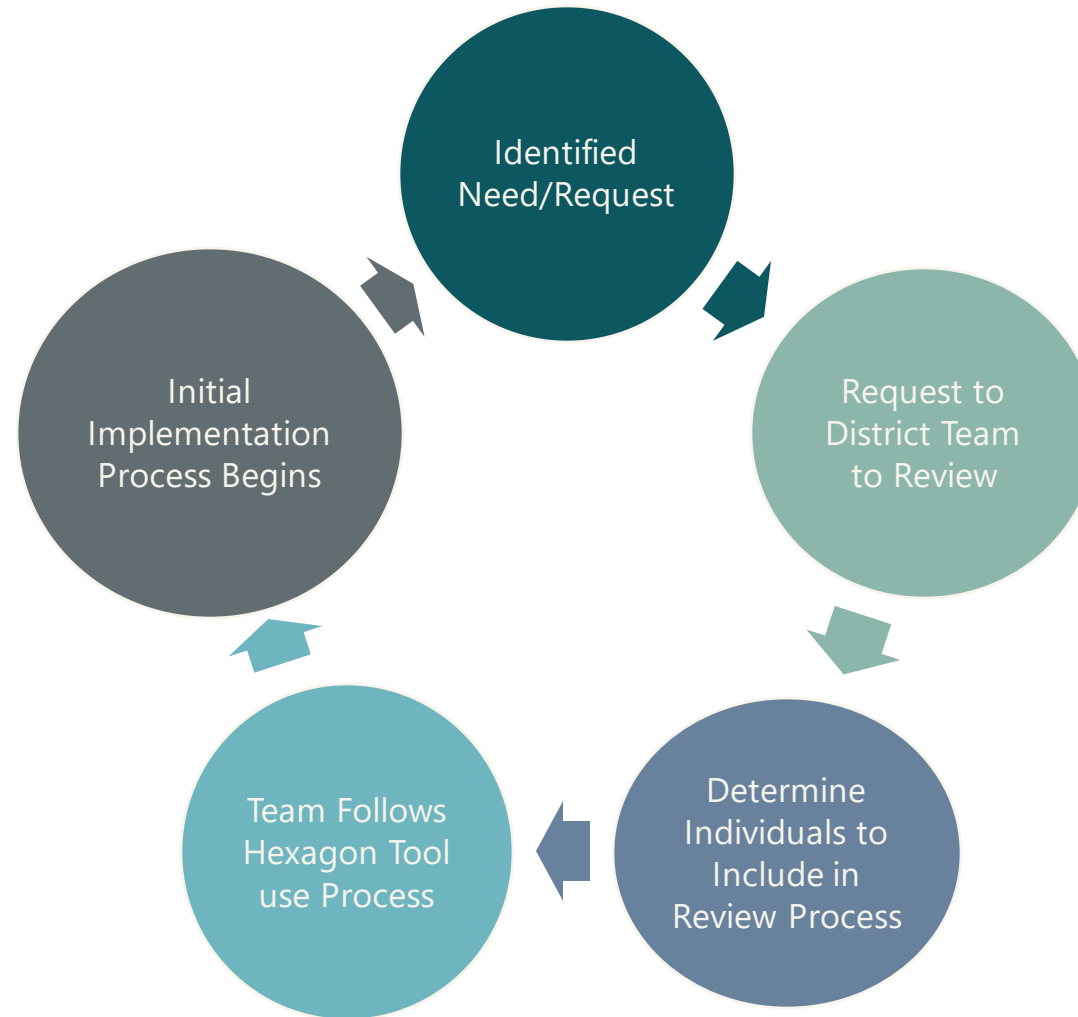Measurement
National Implementation Research
Network
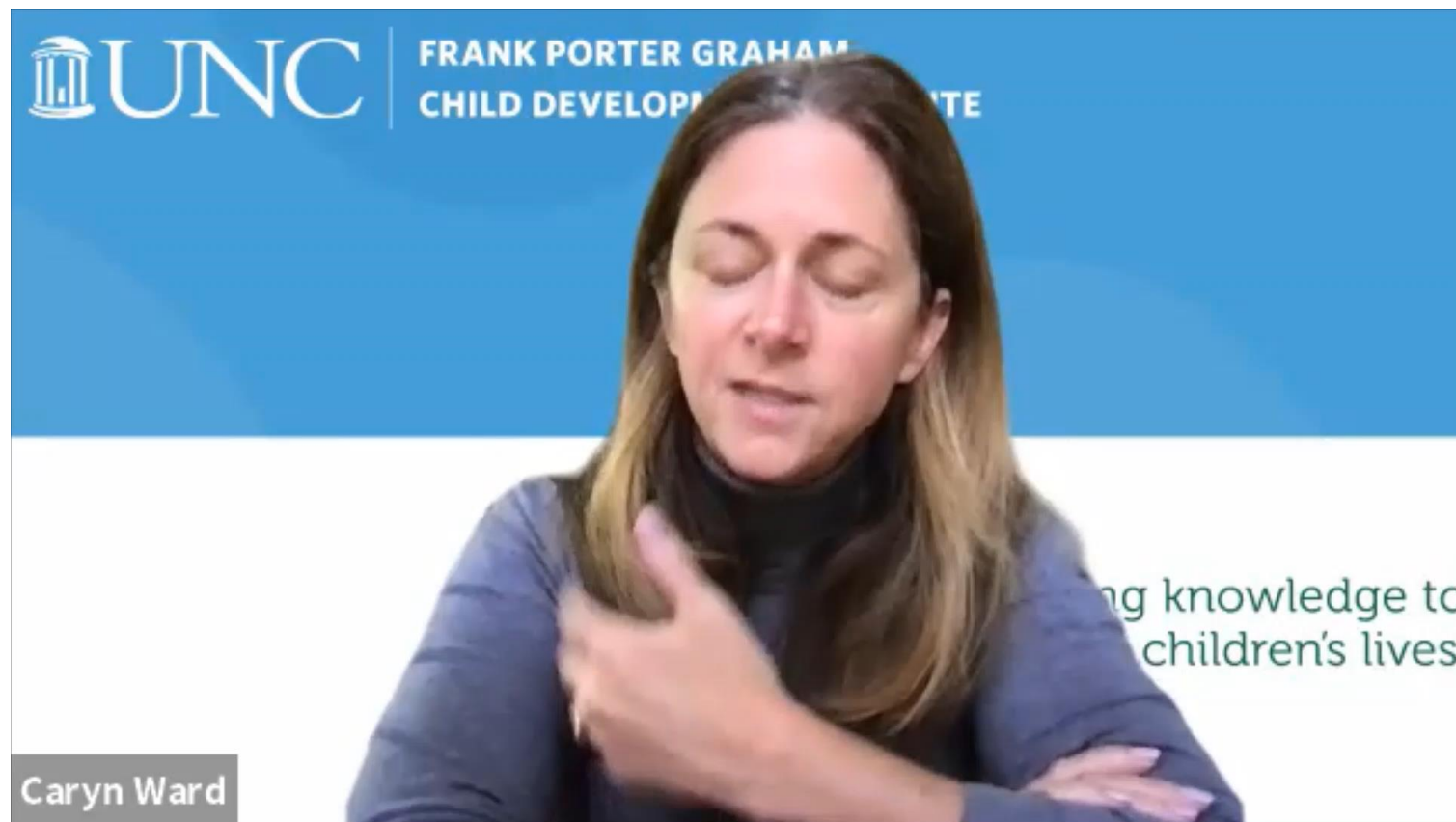
Hexagon Tool

(and free module)

https://modules.fpg.unc.edu/sisep/hexagon-tool/

EVIDENCE

CAPACITY

USABILITY

FIT

SUPPORTS

NEED

Selection and De-Selection Process

Identified Need/Request → Request to District Team to Review → Determine Individuals to Include in Review Process → Team Follows Hexagon Tool use Process → Initial Implementation Process Begins

District Level Teams: Breakout and Polls

Role of School Leadership Teams

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

Kelcey Schmitz

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School Leadership Team Example

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

School Leadership Team Example

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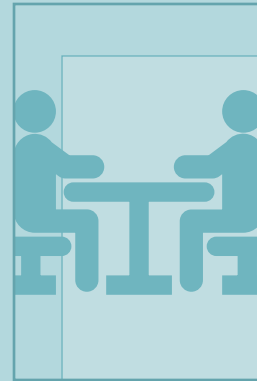# School Leadership Teams
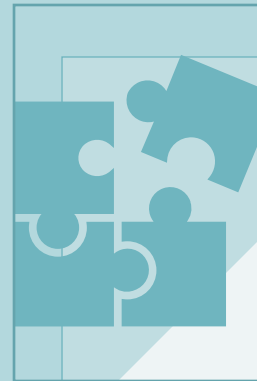
Administration

Families

Students

Teachers

Community partners

School Leadership Team Tasks

Oversight and guidance for initial and sustained implementation

Contextualize the implementation

- Team
- Train
- Support
- Feedback

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Who	Recommended Membership	Purpose	Information Gathered	Example Activities
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	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

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Reading Tiered Fidelity Inventory
Secondary-Level Edition

Version 1.5
September 2020

Early Childhood Program-Wide PBS Benchmarks of Quality

Lise Fox, Mary Louise Hemmeter, Susan Jack, and Denise Perez-Binder

September 2019

SWPBIS Tiered Fidelity Inventory
version 2.1

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Teams

Teams	DSFI	DCA	TFI	RTFI	ECBOQ
	District: 1. **Leadership Authority** 2. **Membership** 3. Expertise 4. **Leadership/Coordination** 5. **Operating Procedures** 6. Action Planning 7. Communication 8. Goal Identification	District: 1. **Membership** 2. **Leadership Authority** 3. **Coordination** 4. **Effective Meeting Process**	School: 1.1 Membership: 1.2 Operating Procedures	School: 1. **Membership** 2. **Operating procedures** 3. Coordinated with other school teams	Site/School: 1. **Membership** 2. **Authority** 3. **Operating procedures** 4. Mission/purpose 5. Policy statement
				Grade: 1. **Grade level teams established, membership includes principal** 2. **Grade level teams use effective team process**	

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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

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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

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

Developing Knowledge of School-based Practices

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

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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?**

- https://www.solutiontree.com/plc-at-work/why-plc-at-work

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Tight Elements of a Professional Learning Community (Learning by Doing, page 14)

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

Grade Level Team Polling and Breakouts

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

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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 a (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. minors, 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)

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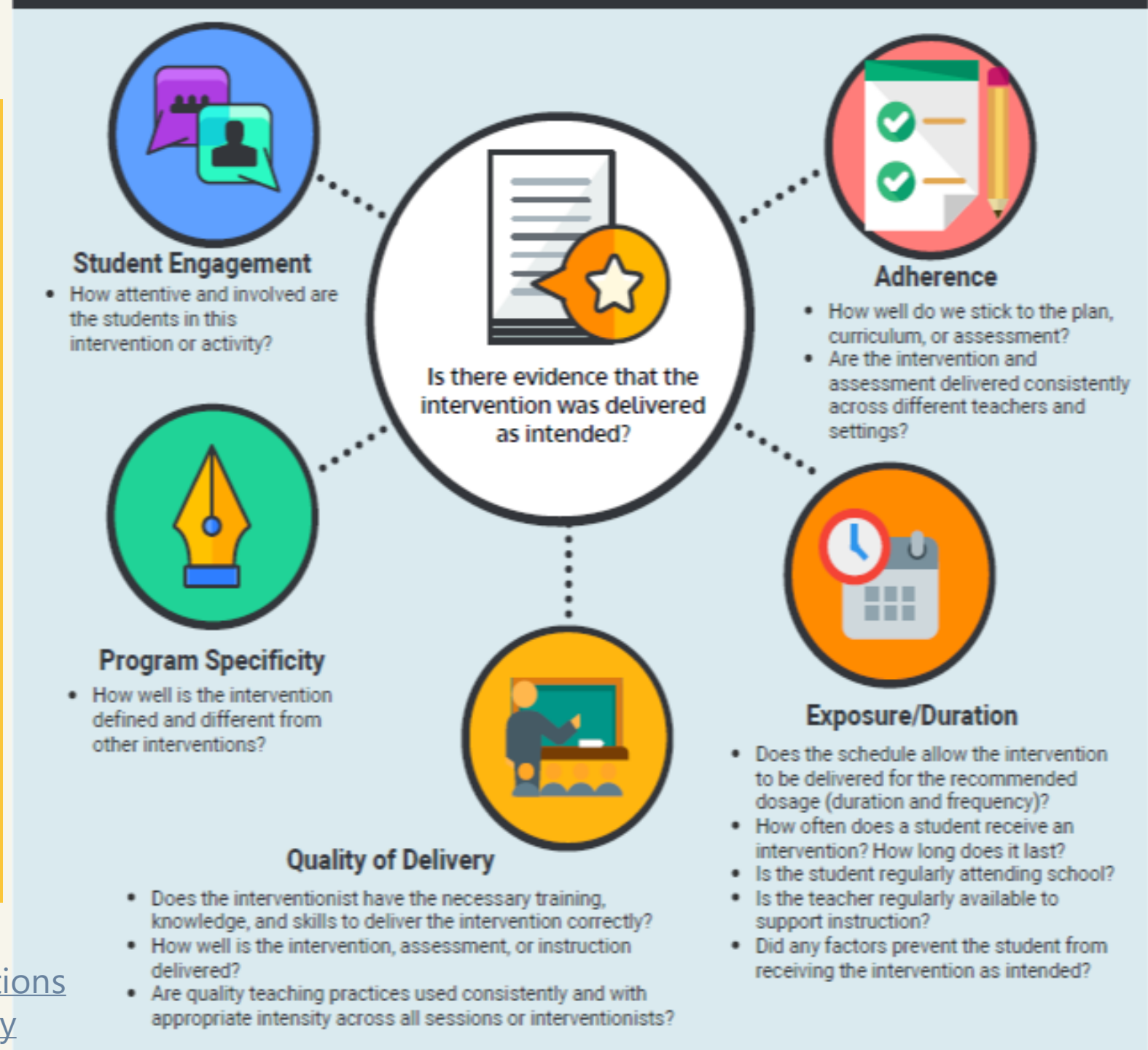
Tier 2/3 Meetings: Step 1
Determine if you have any group problems

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 progressm 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?

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ORTIi
Oregon Response to Instruction and Intervention
Reach & Teach All Students

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

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

Student Engagement
- How attentive and involved are the students in this intervention or activity?

Program Specificity
- How well is the intervention defined and different from other interventions?

Is there evidence that the intervention was delivered as intended?

Adherence
- How well do we stick to the plan, curriculum, or assessment?
- Are the intervention and assessment delivered consistently across different teachers and settings?

Exposure/Duration
- Does the schedule allow the intervention to be delivered for the recommended dosage (duration and frequency)?
- How often does a student receive an intervention? How long does it last?
- Is the student regularly attending school?
- Is the teacher regularly available to support instruction?
- Did any factors prevent the student from receiving the intervention as intended?

Quality of Delivery
- Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention correctly?
- How well is the intervention, assessment, or instruction delivered?
- Are quality teaching practices used consistently and with appropriate intensity across all sessions or interventionists?

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

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to Instruction and
Intervention
ORTIi
Reach & Teach All Students

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?

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ORTIi Oregon Response to Instruction and Intervention
Reach & Teach *All* Students

Goodness of Fit – Elizabeth Lock

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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?

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ORTIi
Reach & Teach *All* Students

Oregon Response
to Instruction and
Intervention

Academic Tier 2/3 Example

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[Academic Tier 2/3 Example](#)

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Behavior Tier 2/3 Example

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

Behavior Tier 2/3 Example

Total Enrollment: 500

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

Tier 2 Interventions	# of Students Participating	# of Students Responding	Response Rate	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.	Participation Rate
Check-in Check-out	25	16	64.0%	80% of daily points for 3 weeks	5.0%
Social/Academic Instructional Groups	18	7	38.9%	Completed above.	3.6%

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Tier 2/3 Systems Teams: Polling and Breakouts

Teaming Structures Across the Tiers

	Schoolwide (Core/Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)	Individualized Education Program (IEP) Team
Key Questions	Is the core programming meeting the academic or behavioral needs of most students (e.g., 80% of students)?	Are the targeted supports meeting the academic or behavioral needs of students receiving targeted interventions?	Are the intensive supports meeting the academic or behavioral needs of students with intensive needs?	Are the special education supports and services appropriate and meeting academic or behavioral needs of students with IEPs?
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

https://intensiveintervention.org/implementation-support/tools-support-intensive-intervention-data-meetings

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Student Support Teams

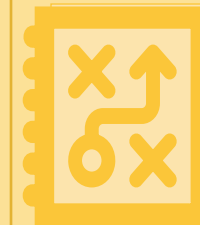- Content Experts
- Member of systems teams
- Familiarity with student
- Familiarity with school system

Student Support Team Tasks

Review needs/data for students who are not responding to existing supports.

Plan for modified supports.

Individual Student Teams

Student and family

Community supports

Individuals identified by family/student

Staff with familiarity of student

Staff with familiarity to school systems

(May be the IEP team)

Individual Student Team Tasks

Responsible for individual student's academic growth

Social-emotional-behavioral growth

Career development

Quality of life

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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).

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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

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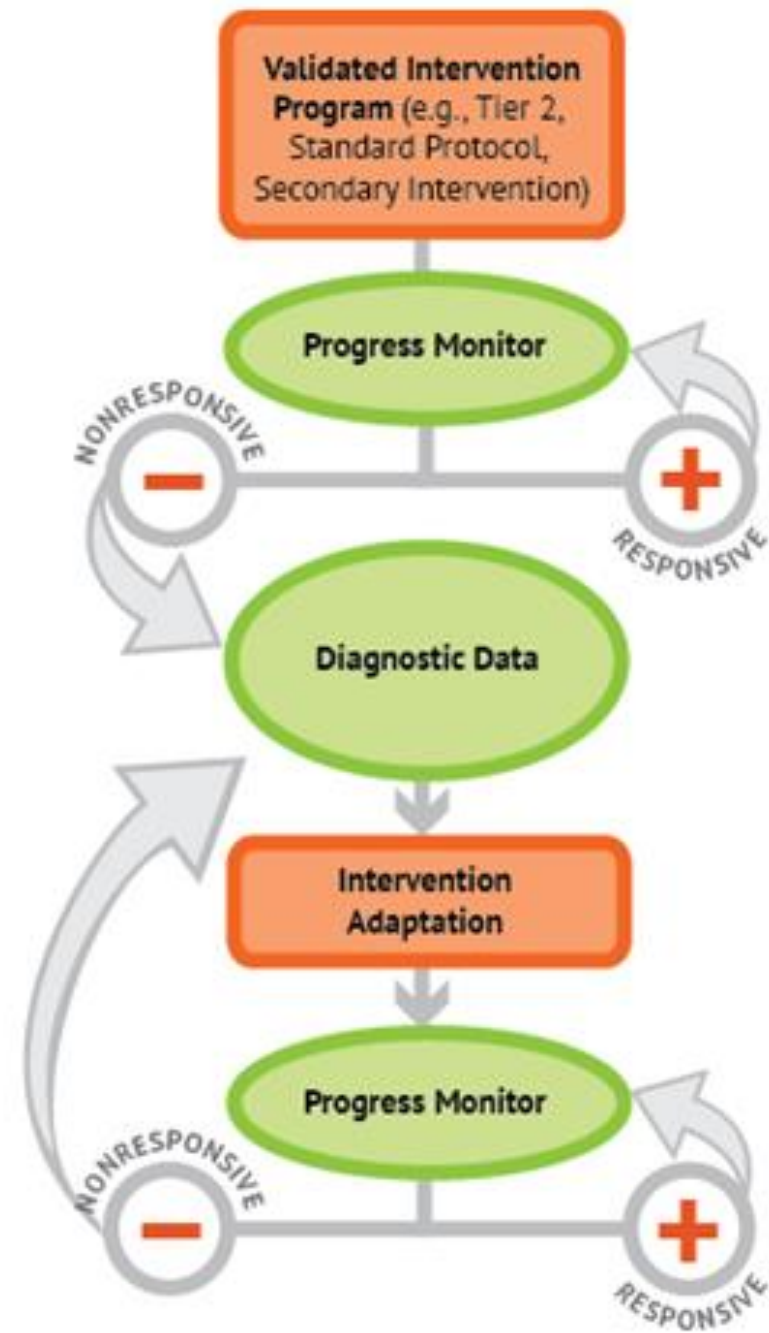
Resource:
[Intensifying and Individualizing Validated Interventions](#)

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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-dbi
- Designing and Delivering Intervention for Students with Severe and Persistent Behavior Needs http://www.intensiveintervention.org/resource/designing-and-delivering-intensive-intervention-behavior-dbi-training-series-module-8

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
- ☐ Increase 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
- ☐ _____
- ☐ _____
- ☐ _____

1. **Possible Qualitative Strategies (Try Next)**

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 more 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 have taught

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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

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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

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

Intensive Intervention ▾	Tools Charts ▾	Implementation Support ▾	Intervention Materials ▾	Information For... ▾	Resource Library

Tools to Support Intensive Intervention Data Meetings

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.

📄 View Handout

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.

Related Resources

TOOL
Student Level Plan Fidelity Checklist

GUIDE
Strategies for Setting High-Quality Academic Individualized Education Program Goals

VIDEO
Why is data and data-based decision making such a critical part of instruction and intervention?

62

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](#)

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Examples of Student Intervention Planning Meeting Tools

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Initial Meeting Note-Taking Template

(DATE)

Meeting Attendees	
Facilitator	
Teacher	
Timekeeper	
Scribe	
Note-Taker	
Other Attendees:	

1. Introduction and purpose (Facilitator, 2 min)

Teacher:	Student:
Purpose of meeting:	

2. Describe student and share data (Referring teacher, 5 min)

Description of student (strengths and area[s] of concern):

Current intervention and supports:

Review of student data:

3. Ask clarifying questions to create hypothesis (Team, 5 min)

Summary of questions and responses:

Hypothesized factors that are contributing to insufficient progress:

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Intervention Planning Background Form

Purpose & Directions: *This form is intended to support planning for students who are being considered for intensive academic or behavior intervention. The referring teacher should complete this form and submit it to the facilitator prior to an individual intervention planning meeting. Appendices are optional and may be completed based on the area(s) of concern.*

Teacher completing form:	Date:
Other service providers (list names and roles):	

Student Information		
Student name:	Parent/guardian:	Parent/guardian contact info:

Teacher:			Gr:	DOB:
IEP or 504 plan? ☐ Yes ☐ No If the student has an IEP or 504 plan, who is the case manager? _____ Areas of eligibility:	If the student has an IEP or 504 plan, has the case manager been invited to the meeting? ☐ Yes ☐ No	Has the student ever been retained? ☐ Yes ☐ No	Is the student an English learner? ☐ Yes ☐ No ELPA Level:	Has the student had a recent hearing and vision screening? Results:

Reading	
Math	
Writing	
Behavior	
Other	

Has there been consistent communication with the parent/guardian? ☐ Yes ☐ No Will he/she attend the meeting? ☐ Yes ☐ No	If the referring person is not the classroom teacher, has there been consistent communication with the classroom teacher? ☐ Yes ☐ No Will he/she attend the meeting? ☐ Yes ☐ No

Adapted from the National Center on Intensive Intervention

Intervention Planning Background Form—1

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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.

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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

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

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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
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North Kansas City
Schools

When to refer to Special Education

Washington Office of Superintendent of
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Special Education Leadership Team

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How do we get started?

Tawni Barlow, Director of Student Services
Medical Lake School District

Tawni Barlow

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Thank You!

Feel free to contact us:

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