

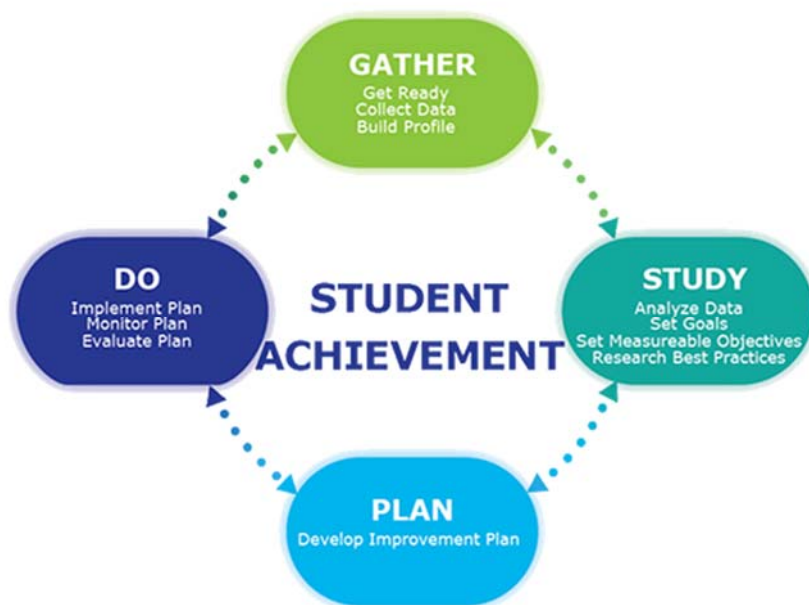


East Lansing Public Schools

MTSS Problem-Solving Process

Version 1.2

September 2016



2016-2017

Foreword

During the spring of 2015, the District, in collaboration with teachers, special education staff, and administration refined the Multi-Tiered System of Supports (MTSS) process flowchart protocol. Following the development of this chart, a request was made to codify the flowchart process. This document is intended to provide narrative to the flowchart to enhance the understanding of the MTSS process.

Over the past 7 years, ELPS has been involved in the strategic process of growing capacity, knowledge and implementation of MTSS. Building leadership teams have been involved in professional development activities as part of the MiBLSi (Michigan's Integrated Behavior and Learning Support Initiative) grant and subsequent training and support with the Ingham Intermediate School District.

Concurrently, the county guidelines for determining children eligible with a specific learning disability (SLD) have evolved, influenced by state and federal laws. In March of 2011, the SLD guidelines shifted from an IQ-achievement discrepancy model to a pattern of strengths and weaknesses.

Continued supports to our schools at all levels is necessary to help assure the delivery of appropriate core instruction (academic and behavior) and that scientific, evidence-based intervention is occurring prior to special education. The use of response to intervention within a multi-tier system of supports for determining eligibility yields better results, more efficient use of resources, and is supported by research. The systematic use of MTSS and utilization of data based decision making improves the district's ability to meet the needs of all of our students.

The following may be utilized for additional information:

<http://www.rtinetwork.org>

<http://www.rti4success.org/>

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*Page numbers highlighted in **purple** go in the purple PST folder (in the CA-60).

MTSS Process and Flowchart

Purpose and Guidelines for Use:

The information and material included in this section provide an overview of the three tiers of the MTSS problem solving process, in addition to a more specific guide, through the MTSS process via the MTSS flowchart.

- 1.) The **MTSS Problem Solving Team Process (pg.2)** handout, provides an explanation of what occurs at each tier, in addition to what team members are to be involved at each tier.
- 2.) The **MTSS Flowchart (pg.3 – Behavior, pg. 5 - Academic)** provides the MTSS process in a diagram form, which shows how the steps of the MTSS process fit together, and also provides guidance regarding which steps to take within the process. Subsequent pages in this section provide a more specific explanation of areas within the flowchart.



MTSS Problem Solving Team Process

Tier 1 – Benchmark Grade Level Data Review

- AIMSweb and SWIS data is reviewed at grade level meetings to discuss core curriculum.
- Consider other data brought by teacher
- Sorting tools will be used to define area(s) of need for students.
- An action plan will be developed to include strategies and interventions that may be done in the classroom by classroom teachers.

Core Team
Principal – Coordinator and Facilitator
Teachers



Tier 2 – Progress Monitoring Grade Level Data Review (every 10 weeks with 6-8 data points)

- Meetings will focus on groups of students across grade level.
- Teachers will bring completed sorting tools from the grade level data review meeting to determine needs.
- Bring student data. (i.e. AIMSweb, Math Expressions, Reading Street, SWIS, etc.)
- An action plan will be developed for each group of students, including interventions and progress monitoring plan.

Core Team
Principal
Teachers
Counselor/SSW (Behavior)
Title I Teacher and/or Interventionist –Facilitator/Coordinator



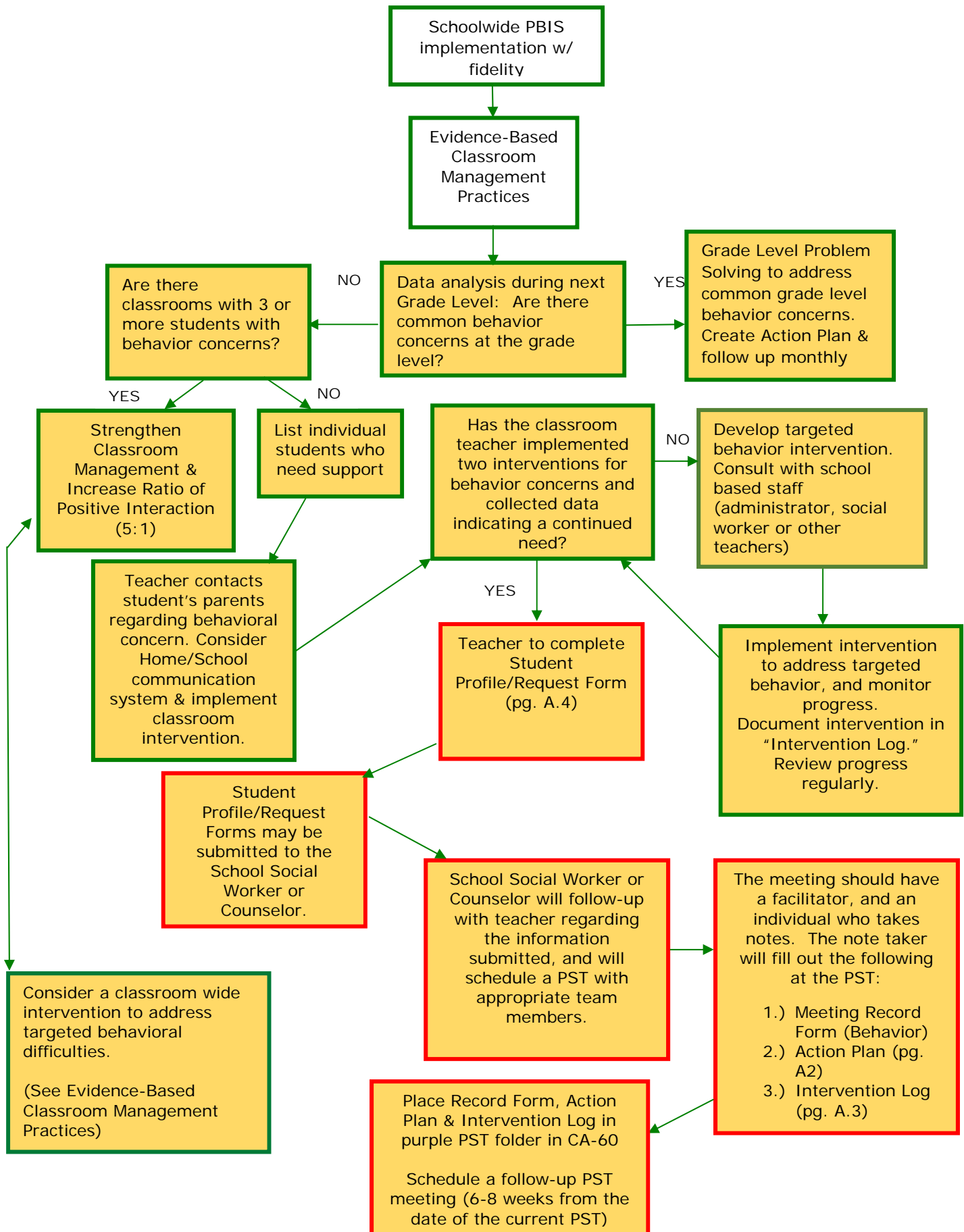
Tier 3 – Problem Solving Team Meeting (Scheduled as needed)

- Meetings will focus on individual students not responding to Tier II intervention.
- Teachers will bring student progress monitoring data from Tier II intervention groups.
- Tier 2 action plan forms (intervention/response to intervention history)
- Academic and/or behavioral concerns will be prioritized to determine primary concern. An action plan will be created which will include the research based intervention or strategy to be implemented, the frequency, intensity, and duration of the intervention or strategy, the responsible person(s) to implement the intervention or strategy, how progress will be monitored, and a follow-up date will be scheduled.

<u>Core Team</u>	
Principal	Teacher Consultant and/or Psychologist
Teacher	Speech and Language Pathologist
Counselor/SSW (Behavior)	Parent(s)
Title I Teacher and/or Interventionist	

MTSS FLOWCHART-Behavior

3



Schoolwide PBIS
implementation w/
fidelity

Definition:

School-wide Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

Universal Interventions— All Students

School-wide Positive Behavioral Interventions & Supports (PBIS) is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. School-wide PBIS provides a comprehensive framework that can be used by any school to design their own system of behavioral supports for all students. It also provides informed decision-making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need. School-wide PBIS provides a positive focus to encouraging desirable student behaviors. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, and safety. Interventions and strategies are implemented to teach and reinforce these expectations. These include:

- Periodic direct instruction in specific student behaviors that demonstrate respect, responsibility, and safety in various locations in the school.
- Generous quantities of positive adult/teacher attention and other kinds of reinforcement to students for demonstrating positive behaviors, especially specific behavior expectations identified by the school.
- Predictable consequences for behavior infractions that are delivered consistently by all staff in a professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that he or she made. The consequences are provided on a continuum matched to the intensity of the misbehavior.

A PBIS school incorporates a few simple systems practices that are crucial to sustaining the program over time. These include:

- The establishment of a representative, school-based PBIS team with a strong administrative presence and support. The PBIS team uses the “framework” of school-wide PBIS to design that school’s unique set of practices.
- PBIS activities are embedded into existing school activities such as school improvement and student assistance teams.
- The school establishes a system for using behavioral data (e.g., office discipline referrals or some other method of incident reporting). These data are analyzed and used in a robust way to guide the design and implementation of additional behavior supports, especially at the targeted and intensive levels.

Evidence-Based
Classroom
Management
Practices

1.) Maximize structure in your classroom

- Develop Predictable Routines
 - o Teacher routines
 - o Student routines
- Design environment to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
 - o Arrange furniture to allow easy traffic flow.
 - o Ensure adequate supervision of all areas.
 - o Designate staff & student areas.
 - o Seating arrangements (groups, carpet, etc.)

2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations

- A small number (i.e., 3-5) of *positively* stated rules. Tell students what we want them to do, rather than telling them what we do not want them to do.
 - o Publicly post the rules.
 - o Should match school-wide expectations
- Operationally define what the rules look like across all the routines and settings in your school.
 - o One way to do this is in a matrix format.
 - o This matrix should compliment your school-wide matrix, but be specific to your classroom setting.
- Teach expectations directly.
 - o Define rule in operational terms—tell students what the rule looks like within routine.
 - o Provide students with examples and non-examples of rule-following within routine.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.
- Provide students with visual prompts (e.g., posters, illustrations, etc).
- Use pre-corrections, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings where problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997).
- Active Supervision (Colvin, Sugai, Good, Lee, 1997):
 - o Move around
 - o Look around (Scan)
 - o Interact with students; Reinforce & Correct
- Collect data
 - o Are rules being followed?

- o If there are errors:
 - Who is making them?
 - Where are the errors occurring?
 - What kind of errors are being made?
- Summarize data (look for patterns)
- Use data to make decisions

3. Actively engage students in observable ways

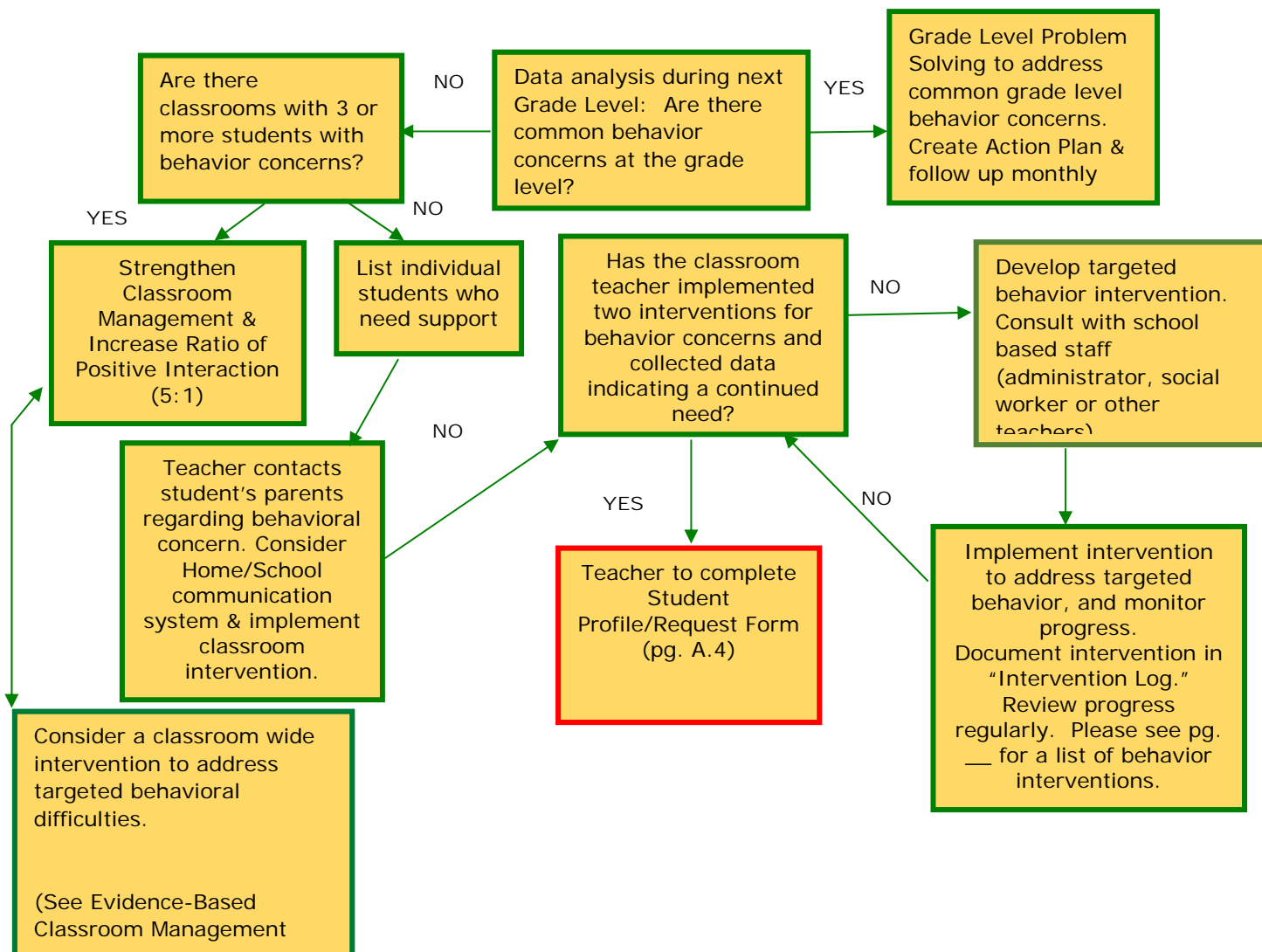
- Provide high rates of opportunities to respond
- Consider various observable ways to engage students
- Link engagement with outcome objectives
- Range of evidence based practices that promote active engagement
 - o Direct Instruction
 - o Computer Assisted Instruction
 - o Class-wide Peer Tutoring
 - o Guided notes
 - o Response Cards

4. Establish a continuum of strategies to acknowledge appropriate behavior

- Specific and Contingent Praise
- Group Contingencies
- Behavior Contracts
- Token Economies

5. Establish a continuum

- Error Corrections
- Differential Reinforcement
- Planned ignoring
- Response Cost
- Time out from reinforcement



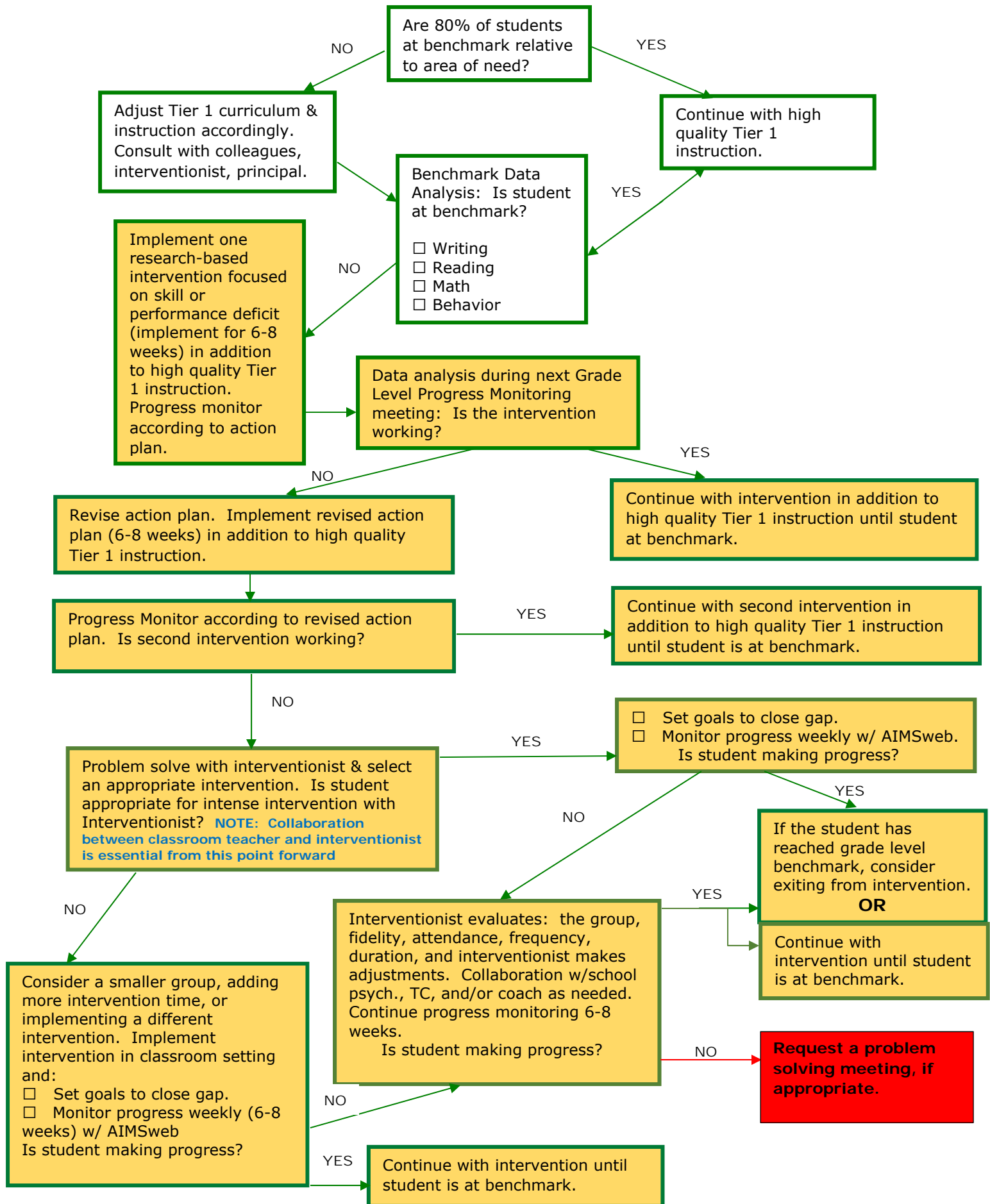
After PBIS and Evidence-Based Classroom practices have been implemented, behavioral data is then analyzed during the next grade-level meeting to determine whether there are common behavioral difficulties at the grade level. If there are, then problem-solving should occur during the grade level meeting around the behavioral concerns (create action plan, and follow-up at next grade level meeting).

If the behavior is not common across grade-levels, but is common within a classroom (3 or more students with similar behavioral concerns), then it may be beneficial to strengthen classroom management, and consider a classroom wide intervention to address the common behavioral concerns (See evidence-based classroom management section for suggestions).

If the behavior is specific to an individual, then child-focused behavioral interventions would likely be the best course of action. This can be developed through consulting with school-based staff. An action plan is completed, the intervention is logged in the Intervention Services Log, and student progress is monitored. If after multiple interventions, the child is not making progress, it may be time to request a PST meeting. The teacher is to fill out the PST Record form, and return it to the Social Worker to begin this process.

MTSS FLOWCHART - Academic

8

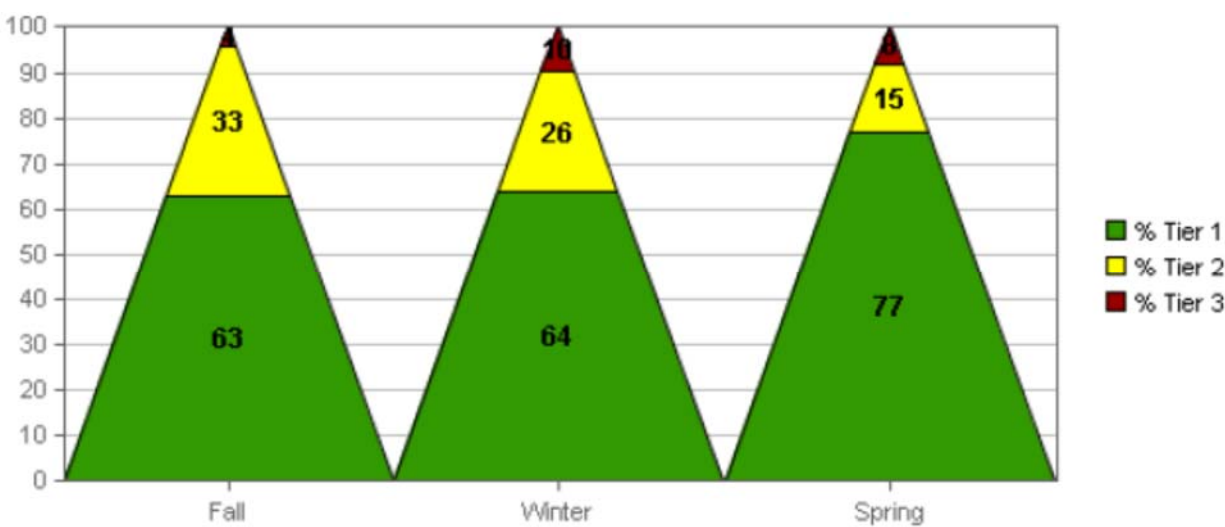


Are 80% of students
at benchmark relative
to area of need?

▪ Look at the **AIMSweb Tier transition report**. The ideal numbers for each tier are as follows: Tier 1 (green) $\geq 80\%$, Tier 2 (yellow) $\leq 15\%$, Tier 3 (red) $\leq 5\%$.

▪ Look for **growth**, from *fall to winter*, and *winter to spring*, and *fall to spring*. Have the student's responded to the curriculum positively?

While the example below is not the ideal MTSS triangle, we can see that the students have responded to the curriculum provided; The amount of student's in Tier 1 grew from 63% to 77%, from fall to spring, which is positive progress in response to the curriculum implemented.



*Benchmark grade level planning forms can be found in Appendix A.1.

Instruction, Curriculum, and Environment Considerations

Considering the data, review areas that could be adjusted to increase performance.

Instruction: *Instruction is how curriculum is taught. Here are some example variables in this area:*

- Instructional decision making regarding selection and use of materials
- Instructional decision making regarding placement of the student in materials
- Use of progress monitoring
- Clarity of instruction
- Communication of expectations and criteria for success
- Direct instruction with explanation and cues
- Use a variety of practice and application activities
- Pace and presentation of new content.

Curriculum: *Curriculum refers to what is taught. Here are some example variables:*

- Long-range direction for instruction
- Instructional philosophy/approach
- Stated outcomes for the course of study
- Arrangement of the content/instruction
- Pace of the steps leading to the outcomes
- General learner criteria as identified in the school improvement plan, the district curriculum and benchmarks, and state standards.

Environment: *The environment is where the instruction takes place. Here are some example variables:*

- Physical arrangement of the classroom or other problem location
- Furniture/equipment
- Rules
- Management plans
- Routines
- Expectations
- Peer context
- Peer and family influence
- Task pressure
- Adult supervision

Hypothesis Guide

Take these ideas into consideration when problem solving a specific area of concern.

Skill deficit:

- Specific academic skills are missing; consider which ones and reasons why.

Reading

- 1.) Phonological Awareness
- 2.) Reading Comprehension
- 3.) Reading Fluency
- 4.) Vocabulary
- 5.) Alphabetic Principle

Writing

- 1.) Idea Development
- 2.) Capitalization/Punctuation
- 3.) Organization

Math

- 1.) Math Computation
- 2.) Math Concepts and Applications
- 3.) Number Sense

- Specific social-emotional/behavioral skills are missing; consider problem area, and the underlying reason for the problem

- 1.) Chronic Absenteeism
- 2.) Lack of engagement
- 3.) Disruptive
- 4.) Chronic Tardiness
- 5.) Noncompliant
- 6.) Withdrawn
- 7.) Lacks Social Skills
- 8.) Physically Aggressive
- 9.) Verbally Aggressive
- 10.) Focus

Behavior Communicates a Need:

- Student is trying to avoid or obtain:

- Choice, attention, objects, more meaningful instruction, self-stimulation, play/fun, justice/fairness, sensory input, etc.
- Tasks, requests being made, a specific person or group, undesired objects, instructional material, sensory input, etc.

Implement one **research-based intervention** focused on skill or performance deficit (implement for 6-8 weeks) in addition to high quality Tier 1 instruction.

Progress monitor according to action plan.

Research-based interventions are strategies, teaching methodologies and supports that have been shown through one or more valid research studies to help a student improve academic, behavioral/emotional or functional skills. The interventions used prior to identification of a

student must be designed to address the skill deficiency of the particular individual student (North Carolina Department of Public Instruction).

Strong	<p>In general, characterization of the evidence for a recommendation as strong requires both studies with high internal validity (i.e., studies whose designs can support causal conclusions) and studies with high external validity (i.e., studies that in total include enough of the range of participants and settings on which the recommendation is focused to support the conclusion that the results can be generalized to those participants and settings). Strong evidence for this practice guide is operationalized as:</p> <ul style="list-style-type: none"> • A systematic review of research that generally meets the standards of the What Works Clearinghouse (WWC) (see http://ies.ed.gov/ncee/wwc/) and supports the effectiveness of a program, practice, or approach with no contradictory evidence of similar quality; OR • Several well-designed, randomized controlled trials or well designed quasi-experiments that generally meet the WWC standards and support the effectiveness of a program, practice, or approach, with no contradictory evidence of similar quality; OR • One large, well-designed, randomized controlled, multisite trial that meets the WWC standards and supports the effectiveness of a program, practice, or approach, with no contradictory evidence of similar quality; OR • For assessments, evidence of reliability and validity that meets the Standards for Educational and Psychological Testing.^a
Moderate	<p>In general, characterization of the evidence for a recommendation as moderate requires studies with high internal validity but moderate external validity, or studies with high external validity but moderate internal validity. In other words, moderate evidence is derived from studies that support strong causal conclusions but where generalization is uncertain, or studies that support the generality of a relationship but where the causality is uncertain. Moderate evidence for this practice guide is operationalized as:</p> <ul style="list-style-type: none"> • Experiments or quasi-experiments generally meeting the WWC standards and supporting the effectiveness of a program, practice, or approach with small sample sizes and/or other conditions of implementation or analysis that limit generalizability and no contrary evidence; OR • Comparison group studies that do not demonstrate equivalence of groups at pretest and therefore do not meet the WWC standards but that (a) consistently show enhanced outcomes for participants experiencing a particular program, practice, or approach and (b) have no major flaws related to internal validity other than lack of demonstrated equivalence at pretest (e.g., only one teacher or one class per condition, unequal amounts of instructional time, highly biased outcome measures); OR • Correlational research with strong statistical controls for selection bias and for discerning influence of endogenous factors and no contrary evidence; OR • For assessments, evidence of reliability that meets the Standards for Educational and Psychological Testing^b but with evidence of validity from samples not adequately representative of the population on which the recommendation is focused.
Low	<p>In general, characterization of the evidence for a recommendation as low means that the recommendation is based on expert opinion derived from strong findings or theories in related areas and/or expert opinion buttressed by direct evidence that does not rise to the moderate or strong levels. Low evidence is operationalized as evidence not meeting the standards for the moderate or high levels.</p>

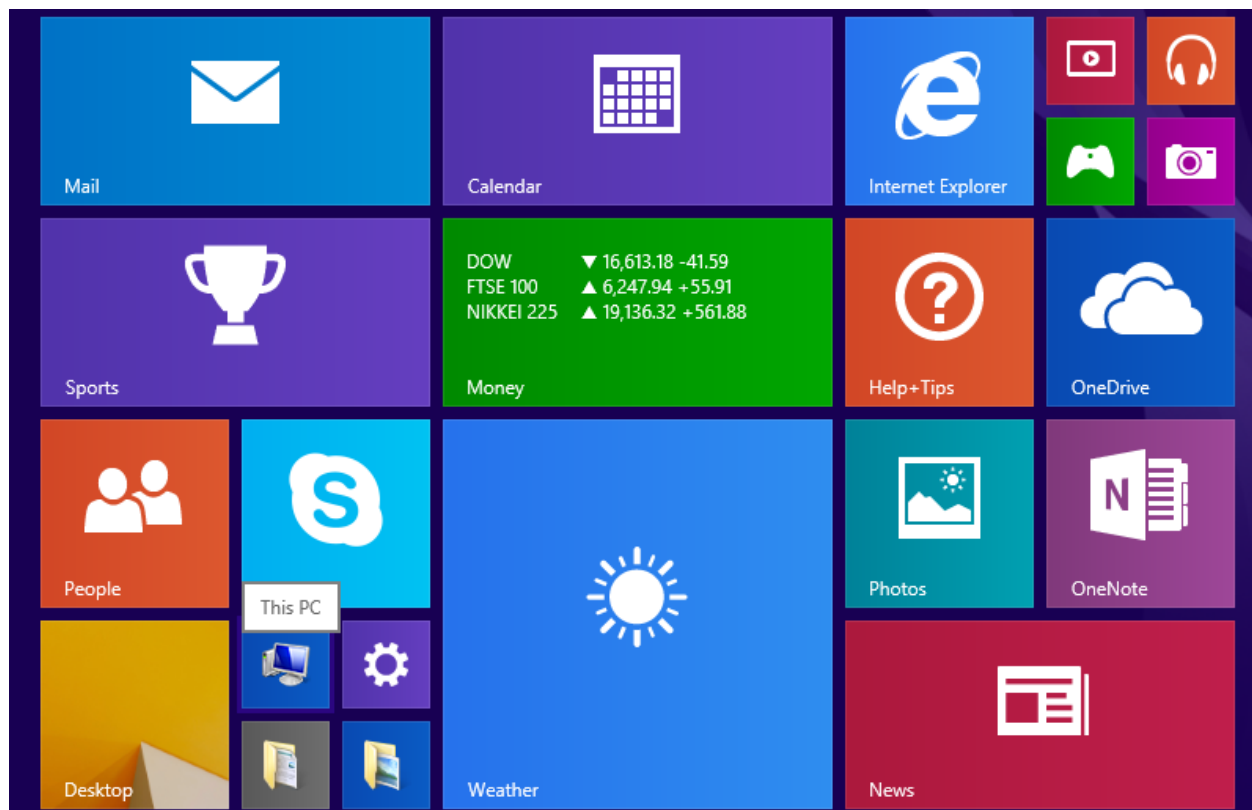
▪Research-based interventions can have from strong to low amounts of evidence to support their recommendation.

▪The following is a more condensed, basic definition of an intervention:

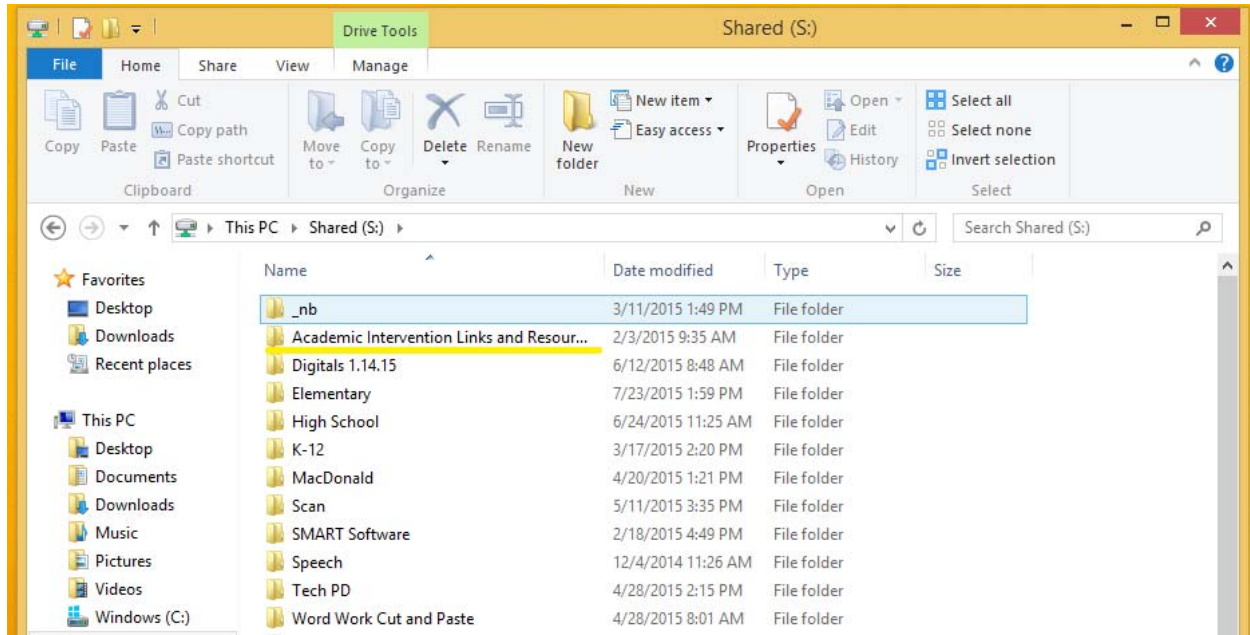
▪**Intervention** is additional, targeted, and intensive instruction provided to students who continue to struggle with learning despite conventional instruction (Foorman & Torgesen, 2001).

*There is a folder titled, “Academic Links and Resources”, which can be found on the shared drive (S:). You can find the shared drive by clicking on “This PC”, under “Network Locations.” Simply click on the shared drive, and you will be able to access “Academic Links and Resources” folder, as it is on the main page of the shared drive.

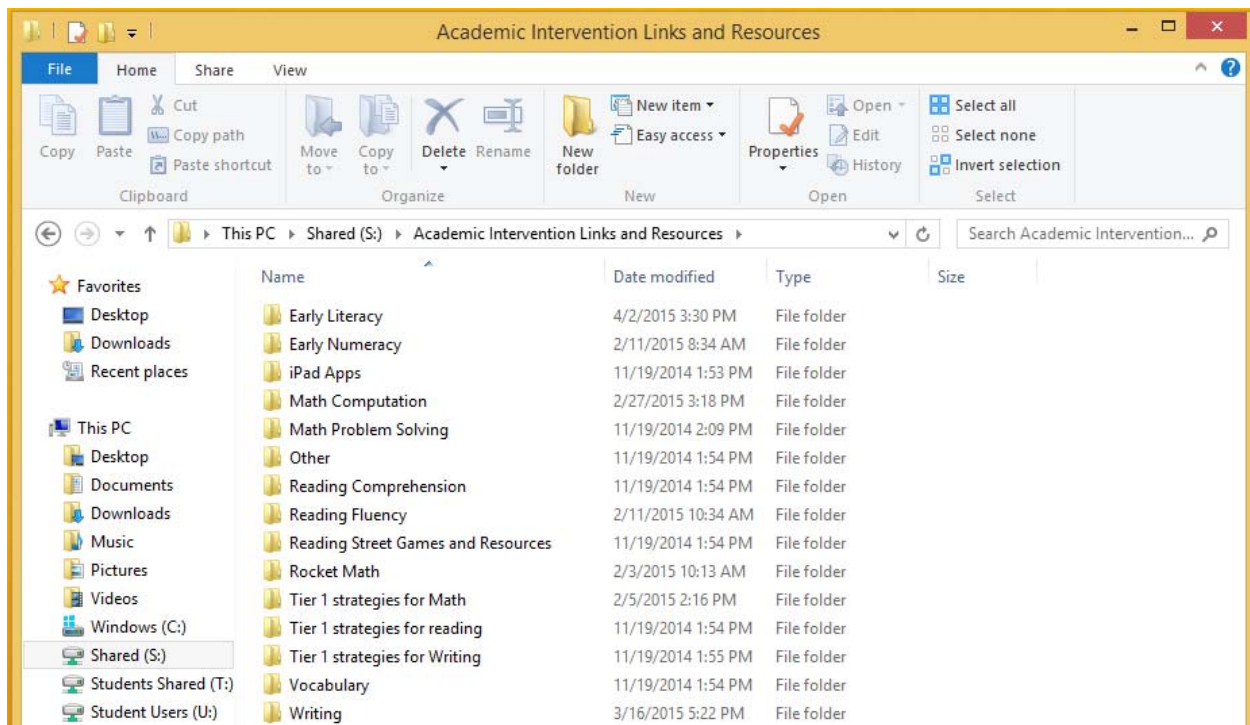
1.) Click on the “Start” button in the bottom left hand corner of the desktop, then “This PC”



2.) Click on “Academic Intervention Links and Resources”



3.) You’ve reached the “Academic Intervention Links and Resources” folder



*This should occur every 6-8 weeks

Data analysis during next Grade Level Progress Monitoring meeting: **Is the intervention working?**

Things needed: "Benchmark Grade Level Data Review" (Appendix A.1) form, and Progress Monitoring Data

1.) **Group data analysis**

Is the intervention working?

•Analyze the intervention group's progress.

•Is the group making...

•**(A) Significant Progress:** All of the students in the group are making progress.

or

•**(B) Mild Progress:** Most of the students in the group are making progress.

or

•**(C) No progress or regression:** Most of the students in the group are not making progress.

A – If the group's progress is considered "**Significant**", the intervention should be viewed as highly effective, and should be recommended to other students with similar skill deficits. **Skip to individual data analysis (#2)*

B – If the group's progress is "**Mild**", the intervention should be viewed as being effective, given most student's made progress in response to the intervention. Consideration should be taken in possibly recommending the intervention to other students with similar skill deficits.

Was the intervention implemented as designed? Yes _____ No _____

If **no**, please explain:

**Skip to individual data analysis (#2)*

C – If the group is making **no progress**, or **regressing** in response to the intervention consider the following:

Was the intervention implemented as designed? Yes _____ No _____ (If no, please provide explanation under "If no, please explain" in number 2 above.)

If **yes**, was the problem identified correctly? Explain:

Are there other hypotheses to consider? (why do you think most of the students are having a difficulty in this area?)
Yes _____ No _____

If **yes**, state new hypothesis below and create a new action plan.

New hypothesis:

If **no**, consider whether the intervention was aligned with the targeted skill deficit.

Does the frequency of the intervention need to be increased? _____

Does the duration of intervention need to be increased? _____

Does the intensity of the intervention need to be increased? _____

Is there another intervention to consider? _____

2.) **Individual data analysis**

•Is the student making...

•**(A) Significant Progress:** Positive ROI and closing achievement gap.

or

•**(B) Mild Progress:** Student is making progress, but ROI is below what is needed to reach goal.

or

•**(C) No progress or regression:** Trend line below aim line, and may have negative rate of improvement, or flat line.

A – If the student’s progress is considered “**Significant**” choose one of the following:

_____ Adjust the current goal upward and continue the present intervention plan.

_____ Create a plan to discontinue/fade the present intervention plan and maintain progress.

_____ If multiple significant skill deficits or problem behaviors are evident, select a new academic skill, or problem behavior to focus on, and create a new intervention plan.

Next step: Document new action plan (pg. A.2) and consider completing Intervention Services Log (pg. A.3).

B – If the student’s progress is “**Mild**”:

Was the intervention implemented as designed? Yes _____ No _____

If **no**, please explain:

If **yes**, answer the following yes or no questions:

Does the frequency of the intervention need to be increased? _____

Does the duration of intervention need to be increased? _____

Does the intensity of the intervention need to be increased? _____

Next step: Document new action plan and consider completing Intervention Services Log (pg. A.3).

C – If the student is making **no progress**, or **regressing** in response to intervention:

Was the intervention implemented as designed? Yes _____ No _____ (If no, please provide explanation under “If no, please explain” in number 2 above.)

If **yes**, was the problem identified correctly? Explain:

Review your hypothesis “why do you think the student is having a difficulty in this area?”

Are there other hypotheses to consider? Yes _____ No _____

If **yes**, state new hypothesis below and create a new action plan.

New hypothesis:

If **no**, consider whether the intervention was aligned with the verified hypothesis.

Does the frequency of the intervention need to be increased? _____

Does the duration of intervention need to be increased? _____

Does the intensity of the intervention need to be increased? _____

Is there another intervention to consider? _____

Next step: Document new action plan and consider completing Intervention Services Log (pg. A.3).

If **yes** ->

Continue with intervention in addition to high quality Tier 1 instruction until student at benchmark.

If **no** ->

Revise action plan. Implement revised action plan (6-8 weeks) in addition to high quality Tier 1 instruction.

Progress Monitor according to revised action plan. Is second intervention working?

*Continue progress monitor review loop to include interventionist if needed.

Request a problem solving meeting, if appropriate.

Problem-Solving Team Meeting

Purpose and Guidelines for use:

To include district level staff in problem solving for targeted students.

Quick Overview:

A well-structured problem solving team meeting covers the following:

- Assess major concerns about the student
- Prioritize problem areas, and identify the most important area of concern for the team to problem solve around.
- Create an action plan:
- Design an intervention plan with strategies to help the student to improve
- Set specific goals for improvement
- Develop a plan to measure the student's response to intervention
- Decide how to share information about this plan with the student's parent(s), if not in attendance, or other necessary team members not in attendance.

Prior to the meeting:

- Complete student profile form (pg. A.5)
- Invite participants (e-mail and/or sample invitation on pg. A.6)
- Review Facilitator Checklist if necessary (pg. A.7)

PST Steps

Use PST Meeting Record Form for Documentation (pg. A.8 – Academic, A.9 - Behavior)

Step 1: Problem Identification

Purpose: Define the primary concern in easily observable, measureable terms.

Tip: The meeting can run more efficiently if team members postpone discussion of variables we cannot control or that are not directly related to the primary concern.

Step 2: Problem Analysis

Purpose:

- Review Tier II action plan
- Analyze baseline data, and progress monitoring data, and classroom data
- Compare student's performance with grade-level peers
- (Academic) Identify skill or performance deficit
- (Behavior) Discuss frequency, duration, and intensity of the problem behavior
- Consider instruction, curriculum, and environment
- Create hypothesis

Step 3: Intervention Plan

Purpose:

- Begin creating an action plan
- Discuss intervention options
- Choose a research-based intervention or strategy.

Tip: This also may be a behavior strategy, or attendance plan, etc.

- Discuss and document the details of the action plan (pg. A.4)

- Who will be implementing the intervention or strategy?
- How often will the intervention occur? (frequency)
- How long will the intervention be per session? (duration)
- What size intervention group will this be? (intensity)
- Who will be in charge of progress monitoring?
- Who will be checking on the fidelity of the intervention?
- Review the action plan, and ensure that all steps of the action plan are able to be implemented
- Complete Intervention Services Log (pg. A.4)
- Review Problem-Solving Process Fidelity Checklist (pg. A.10)

Benchmark Grade Level Data Review & Action Planning Sheet

Grade:

Team members:

Date:

Please summarize your grade-level screener results for **READING**:

- Write NG if the screener was Not Given during that benchmark window. Use the AIMSweb Tier Transition Report

Screener	% of Students in Tier 1 (Goal = 80%)			% of Students in Tier 2 (Goal=15%-20%)			% of Students in Tier 3 (Goal=0%-5%)		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
<i>Ex. R-CBM</i>	77% (# students)	75% (# students)	80% (# students)	18% (# students)	22% (# students)	19% (# students)	5% (# students)	3% (# students)	1% (# students)
<i>R-CBM</i>	66% (29)	65% (30)		11% (5)	17% (8)		23% (10)	17% (8)	

Summary of Effectiveness						
Screener	Tier 1 What % of students stayed at benchmark (Goal = 95% or higher)		Tier 2 What % of students moved to Tier 1 (Goal = 80% or higher)		Tier 3 What % of students moved to Tier 2 or Tier 1 (Goal = 80% or higher)	
	Winter	Spring	Winter	Spring	Winter	Spring
<i>R-CBM</i>	100%		0%		30%	

Are there other data sets to consider?

- ☐ Reading Street Assessments
☐ Common Assessments
☐ State Assessments
☐ National Assessments
☐ Instructional Quadrant Sort
☐ Other

Grade-level strengths as shown by screening data (reading):

Ex. 88% of the students were in Tier 1 for fluency as shown by the R-CBM scores.

1.

2.

3.

Are there common grade-level skill deficits you can identify from the data? Please check all that apply.

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Phonological Awareness | <input type="checkbox"/> Phonics | <input type="checkbox"/> Vocabulary |
| <input type="checkbox"/> Fluency | <input type="checkbox"/> Comprehension | |

Grade-level SMART goals as shown by screening data (reading):

Ex. Our goal will be to move 3 of the 6 students out of Tier II into Tier I by the spring benchmark.

1.

2.

Tier I Goal:

Goal Statement: READING

Targeted Students Tier I (all)	How will the goal be accomplished?	Who will help in reaching the goal?	Necessary resources: time & materials	Assessments for progress monitoring: How frequently?	What evidence will indicate successful completion of the goal?

Goal Statement: READING

Tier II Goal:

<u>Service Title</u> (Ex. Title I, MTSS Math, MTSS Reading, ELL, Behavior Intervention, etc)	<u>School year and grade when services were received</u>	<u>Frequency, intensity, and duration of Intervention</u>	<u>Intervention Implemented</u>	<u>How was progress being monitored?</u>	<u>Is the group making progress?</u> (Significant, Mild or No Progress or Regression; Please see the top of next page for definition of each.)
<i>Ex. MTSS 2nd grade Reading Intervention Group</i>	<i>Ex. 2013- 2014, 2nd grade</i>	<i>Ex. 3x a week, small group, for 8 weeks (Nov-Dec)</i>	<i>Ex. My Sidewalks</i>	<i>Ex. AIMSweb - R-CBM</i>	<i>Ex. Yes, Significant progress. ROI (Rate of Improvement) is + 2.03 words read correct per week</i>

Is the group making progress?

Definition of each area of progress:

#1-Significant Progress (All students in the group are making progress)	#2- Mild Progress (Most students in the group are making progress)	#3- No progress or regression (Most students in the group are not making progress)
---	--	---

Goal Statement: READING**Tier II Student Analysis:**

<u>Student Name</u>	<u>Service Title</u> (Ex. Title I, MTSS Math, MTSS Reading, ELL, Behavior Intervention, etc)	<u>Frequency, intensity, and duration of Intervention</u>	<u>Intervention Implemented</u>	<u>How was progress being monitored?</u>	<u>Is the student making progress?</u> (Document Rate of Improvement for CBM's: Significant, Mild, or No Progress or Regression; Please see the top of the next page for a definition of each.)	<u>Is the target skills moving towards goal, or is the student closing the achievement gap?</u>
	Ex. MTSS Reading	Ex. 3x a week, small group, for 8 weeks (Nov-Dec)	Ex. My Sidewalks	Ex. AIMSweb - R-CBM	Ex. Yes, Significant progress. ROI (Rate of Improvement) is + 2.03 words read correct per week	Ex. Yes

<u>Student Name</u>	<u>Service Title</u> (Ex. Title I, MTSS Math, MTSS Reading, ELL, Behavior Intervention, etc)	<u>Frequency, intensity, and duration of Intervention</u>	<u>Intervention Implemented</u>	<u>How was progress being monitored?</u>	<u>Is the student making progress?</u> (Document Rate of Improvement for CBM's; Significant, Mild, or No Progress or Regression; Please see the top of the next page for a definition of each.)	<u>Is the target skills moving towards goal, or is the student closing the achievement gap?</u>

Is the student making progress?

Definition of each area of progress:

#1-Significant Progress (Positive ROI and closing achievement gap)	#2- Mild Progress (Trend line above aim line, but ROI below what is needed to reach goal)	#3- No progress or regression (trend line below aim line, and may have negative rate of improvement)
--	---	---

Please summarize your grade-level screener results for MATH:

- Write NG if the screener was Not Given during that benchmark window. Use the AIMSweb Tier Transition Report

Screener	% of Students in Tier 1 (Goal = 80%)			% of Students in Tier 2 (Goal=15%-20%)			% of Students in Tier 3 (Goal=0%-5%)		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
<i>Ex. M-Comp</i>	77% (#)	75% (#)	80% (#)	18% (#)	22% (#)	19% (#)	5% (#)	3% (#)	1% (#)
<i>M-Comp</i>	64% (28)	73% (33)		20% (9)	16% (7)		16% (7)	11% (5)	

Summary of Effectiveness (Refer to Status Overview Report)						
Screener	Tier 1 What % of students stayed at benchmark? (Goal = 95% or higher)		Tier 2 What % of students moved to Tier 1? (Goal = 80% or higher)		Tier 3 What % of students moved to Tier 2 or 1? (Goal = 80% or higher)	
	Winter	Spring	Winter	Spring	Winter	Spring
<i>M-Comp.</i>	85%		78%		43%	

Are there other data sets to consider?

- ☐ Everyday Math Assessments
☐ Common Assessments
☐ State Assessments
☐ National Assessments
☐ Quadrant Sort
☐ Other

Grade-level strengths as shown by screening data (math):

Ex. 88% of the students were in Tier 1 for computation as shown by the M-COMP scores.

1.

2.

Are there common skill deficits you can identify from the data? Please check all that apply.

☐ Computation

☐ Application

Grade level SMART goals as shown by screening data (math):

Ex. 22% of the students scored in Tier 2 for math computation as shown by the M-COMP screener. Our goal is to decrease this amount to 15% or less by spring benchmark.

1.

2.

Goal Statement: MATH

Tier I Goal:

Targeted Students Tier I (all)	How will the goal be accomplished?	Who will help in reaching the goal?	Necessary resources: time & materials	Assessments for progress monitoring: How frequently?	What evidence will indicate successful completion of the goal?

Goal Statement: Math

Tier II Goal:

<u>Service Title</u> (Ex. Title I, MTSS Math, MTSS Reading, ELL, Behavior Intervention, etc)	<u>School year and grade when services were received</u>	<u>Frequency, intensity, and duration of Intervention</u>	<u>Intervention Implemented</u>	<u>How was progress being monitored?</u>	<u>Is the group making progress?</u> (Significant, Mild or No Progress or Regression; Please see the top of next page for definition of each.)
<i>Ex. MTSS 2nd grade Math Intervention Group</i>	<i>Ex. 2013-2014, 2nd grade</i>	<i>Ex. 3x a week, small group, 30 minutes per session</i>	<i>Ex. Touch Math</i>	<i>Ex. AIMSweb - R-CBM</i>	<i>Ex. Yes, Significant progress. ROI (Rate of Improvement) is + 2.03 words read correct per week</i>

<u>Service Title</u> (Ex. Title I, MTSS Math, MTSS Reading, ELL, Behavior Intervention, etc)	<u>School year and grade when services were received</u>	<u>Frequency, intensity, and duration of Intervention</u>	<u>Intervention Implemented</u>	<u>How was progress being monitored?</u>	<u>Is the group making progress?</u> (Significant, Mild or No Progress or Regression; Please see the top of next page for definition of each.)

Is the group making progress?

Definition of each area of progress:

#1-Significant Progress (All students in the group are making progress)	#2- Mild Progress (Most students in the group are making progress)	#3- No progress or regression (Most students in the group are not making progress)
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Goal Statement: Math

Tier II Student Analysis:

<u>Student Name</u>	<u>Service Title</u> (Ex. Title I, MTSS Math, MTSS Reading, ELL, Behavior Intervention, etc)	<u>School year and grade when services were received</u>	<u>Frequency, intensity, and duration of Intervention</u>	<u>Intervention Implemented</u>	<u>How was progress being monitored?</u>	<u>Is the student making progress?</u> (Document Rate of Improvement for CBM's; Significant, Mild or No Progress or Regression; Please see the top of next page for definition of each.)	<u>Is the target skill moving towards goal, or is the student closing the achievement gap?</u>
	<i>Ex. MTSS Math</i>	<i>Ex. 2013- 2014, 2nd grade</i>	<i>Ex. 3x a week, small group, for for 30 minutes per session</i>	<i>Ex. Touch Math</i>	<i>Ex. AIMSweb – M- COMP</i>	<i>Ex. Yes, Significant progress. ROI (Rate of Improvement) is + 2.03 words read correct per week</i>	<i>Ex. Yes</i>

<u>Student Name</u>	<u>Service Title</u> (Ex. Title I, MTSS Math, MTSS Reading, ELL, Behavior Intervention, etc)	<u>School year and grade when services were received</u>	<u>Frequency, intensity, and duration of Intervention</u>	<u>Intervention Implemented</u>	<u>How was progress being monitored?</u>	<u>Is the student making progress?</u> (Document Rate of Improvement for CBM's; Significant, Mild or No Progress or Regression; Please see the top of next page for definition of each.)	<u>Is the target skill moving towards goal, or is the student closing the achievement gap?</u>

Is the student making progress?

Definition of each area of progress:

#1-Significant Progress (Positive ROI and closing achievement gap)	#2- Mild Progress (Trend line above aim line, but ROI below what is needed to reach goal)	#3- No progress or regression (trend line below aim line, and may have negative rate of improvement)
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Consultation Form**Date:** _____**Student:** _____**Teacher:** _____**Classroom/School:** _____**Observer:** _____**Observation Focus:**

Student Strengths:

Educational Concerns:

Suggested Strategies:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Action Plan

Return this form to building designee for review.

Student Name:_____

[illegible]

Intervention Services Log

Student Name: _____

<u>Date</u>	<u>Service Title</u> (Ex. Title I, MTSS Math, MTSS Reading, ELL, Behavior Intervention, etc)	<u>School year and grade when services were received</u>	<u>Frequency, intensity, and duration of Intervention</u>	<u>Intervention Implemented</u>	<u>How was progress being monitored?</u>	<u>Is the student making progress?</u> (Document Rate of Improvement for CBM's)	<u>Is the target skill moving towards goal, or is the student closing the achievement gap?</u>
	<i>Ex. MTSS Reading</i>	<i>Ex. 2013- 2014, 2nd grade</i>	<i>Ex. 3x a week, 3 students in group, 30 minutes per day.</i>	<i>Ex. My Sidewalks</i>	<i>Ex. AIMSweb - R-CBM</i>	<i>Ex. Yes. ROI (Rate of Improvement) is + 2.03 words read correct per week</i>	<i>Ex. Yes</i>

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East Lansing Public Schools Problem Solving Team (PST) Request Form

Area of primary concern: <input type="checkbox"/> Academic <input type="checkbox"/> Behavior
Student Name:
Teacher:
Grade:

Parent/Guardian contact regarding concerns: (record date below where appropriate)

Phone Call _____ E-mail _____ Conference _____ Home Visit _____

Educational History: *Has the student attended or received the following:*

- _____ Preschool
- _____ Head Start
- _____ Behavior Intervention Plan (If yes, please attach)
- _____ Functional Behavior Assessment (If yes, please attach)
- _____ Special Education Services. If yes, please list student eligibility, and year's student received services:

Years in East Lansing Public Schools _____ Number of moves/districts _____
Please list the school years, if any, the student missed more than 10% of the school year _____

Has the student received any of the following supports?

- _____ Academic Intervention
- _____ Behavior Intervention
- _____ ELL
- _____ Title I

If the student received any of these supports, please fill out attached "Intervention services" worksheet.

Student strengths, talents and interests:

Educational Concerns:

Medical/Developmental History:

Does the student have medical diagnosis? If yes, please list below:

Is the student taking medication? If yes, please list below:

Other relevant medical/developmental history:

Behavior Concerns: *Please indicate area(s) of concern*

<input type="checkbox"/> Chronic Absenteeism	<input type="checkbox"/> Lack of engagement	<input type="checkbox"/> Disruptive
<input type="checkbox"/> Chronic Tardiness	<input type="checkbox"/> Anxiety	<input type="checkbox"/> Noncompliant
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Lacks Social Skills	<input type="checkbox"/> Physically Aggressive
<input type="checkbox"/> Verbally Aggressive	<input type="checkbox"/> Attention	

Other:

Academic Concerns (Reading): *Please indicate area(s) of concern*

<input type="checkbox"/> Phonological Awareness	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Reading Fluency
<input type="checkbox"/> Vocabulary	<input type="checkbox"/> Alphabetic Principle	

Other:

Academic Concerns (Writing/Spelling): *Please indicate area(s) of concern*

<input type="checkbox"/> Idea Development	<input type="checkbox"/> Capitalization/Punctuation	<input type="checkbox"/> Organization
---	---	---------------------------------------

Other:

Academic Concerns (Mathematics): *Please indicate area(s) of concern*

<input type="checkbox"/> Math Computation	<input type="checkbox"/> Math Concepts and Applications	<input type="checkbox"/> Number Sense
---	---	---------------------------------------

Other: _____

Other specific areas of concern not mentioned: _____

Prioritize the most significant behavior and/or academic concerns you provided on page 1:

1.) _____ 2.) _____ 3.) _____ 4.) _____

How does the primary concern (#1) compare to others in the classroom? (Please circle “Well below average”, “below average” or “average”)

Well Below Average **Below Average** **Average**

Below, list the data sources you used, that support your concern:

Data Source	Performance	Data Source	Performance

Regarding the #1 concern, why do you think the student is having a difficulty in this area?

____ Instruction ____ Curriculum ____ School Environment ____ Other

Please explain:

Regarding the #1 concern, what could we change in order to enable this student to make progress in this area?

The following data sources were reviewed:

- ☐ Attach Tier 2 action plans from grade level data reviews (If applicable)
- ☐ Benchmark data
- ☐ Progress Monitoring data
- ☐ Intervention History (Completed Intervention Services form)
- ☐ CA-60
- ☐ MEAP scores (If applicable)
- ☐ Classroom Data (Academic Assessment(s) or Behavioral baseline data; Please attach)

PST Meeting Invitation: Sample

(This can occur via e-mail for staff. Phone or e-mail for parent)

Currently the PST meeting for _____ is scheduled to occur on _____. The purpose of the PST is to discuss high priority academic and/or behavior concerns, strengths and interests of the students, the effectiveness of interventions implemented, discuss whether there is a need to adjust the frequency, duration or intensity of the intervention, or change the intervention, to provide resources to conduct and evaluate the intervention, and lastly, to develop an action plan that will promote improvements in a student's behavior or academic performance.

Be prepared to discuss the following:

- Strengths and weaknesses of the student
- What you would like the student to know or be able to do
- Behavioral concerns: frequency, duration, and circumstances under which the behavior is more likely to occur according to baseline data.
- Academic concerns: Current classroom assessment data; including Math Expressions and/or Reading Street results, if applicable, and work samples.
- Interventions that have already been implemented and the student's response to the intervention.
- Why the student is having this difficulty.

*If you have questions or need assistance collecting baseline data please contact your Facilitator, _____. Following the PST meeting, your Facilitator will meet with you again to ensure that you have all the resources necessary to implement and monitor the effectiveness of the intervention. Please see him/her at any time that you need additional resources or have found that the intervention is becoming ineffective or has become too difficult to implement.

PST Meeting Facilitator Checklist

If not applicable, please mark "N/A"

Prior to the initial meeting:

_____ Review the PST Student Profile form to make sure all necessary information has been provided.

_____ Communicate, or meet, with classroom teacher to complete the following tasks:

_____ Help the teacher make any necessary changes/additions to the PST Student Profile.

_____ Identify days/times for team members to observe the behavior if needed.

_____ Collect Tier II Action plan

_____ Collect Progress Monitoring Data (attach to PST Student Profile)

_____ Collect SWIS/Behavior data (attach to PST Student Profile)

After the initial meeting:

_____ Send out a reminder notice of follow-up meeting time and place

_____ Send out the completed PST Action Plan

_____ Prior to the follow-up meeting collect updated progress monitoring data (attach to PST Student Profile)

_____ Collect updated SWIS/Behavior data

_____ Bring the PST Academic and/or Behavioral Record Form (pg. A.8 & 9), and above documentation to the follow-up meeting.

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PST Meeting Record Form (Academic)

	Participants	Participants
Meeting Date:	1.	5.
Student Name:	2.	6.
Teacher:	3.	7.
Grade:	4.	8.

Step 1: Update “Intervention Services Log” and attach progress monitoring results.

Step 2: Review the data for each intervention (attached progress monitoring data)

Describe the intervention: _____

Baseline: _____ Original or Previous Goal: _____ Rate of Improvement needed to reach goal: _____

Current Rate of Improvement: _____ Most recent data point: _____ Percentile Rank: _____

Step 3: Consider the group’s response to intervention

Is the group making “significant progress”, “mild progress” or “no progress/regressing” in response to the intervention? *Place a check in the check box, next to one of the following, then complete the corresponding step:*

A-Significant Progress (All of the students’ are making progress)		B- Mild Progress (Most of the students are making progress)		C- No progress or regression (Most of the students’ are not making progress)	
---	--	---	--	---	--

A – If the group’s progress is considered “**Significant**”, the intervention should be viewed as highly effective, and should be recommended to other students with similar skill deficits.

B – If the group’s progress is “**Mild**”, the intervention should be viewed as being somewhat effective, given most student’s made progress in response to the intervention. Consideration should be taken in possibly recommending the intervention to other students with similar skill deficits.

Was the intervention implemented as designed? Yes _____ No _____

If **no**, please explain:

C– If the student is making **no progress**, or **regressing** in response to the intervention consider the following:

Was the intervention implemented as designed? Yes _____ No _____ (*If no, please provide explanation under “If no, please explain” in number 2 above.*)

If **yes**, was the problem identified correctly? Explain:

Are there other hypotheses to consider? (Why do you think most of the students are having a difficulty in this area?)
Yes _____ No _____

If **yes**, state new hypothesis below and create a new action plan.

New hypothesis:

If **no**, consider whether the intervention was aligned with the targeted skill deficit.

Does the frequency of the intervention need to be increased? _____
Does the duration of intervention need to be increased? _____
Does the intensity of the intervention need to be increased? _____
Is there another intervention to consider? _____

Step 4: Consider the student’s response to intervention:

Is the student making “significant progress”, “mild progress” or “no progress/regressing” in response to the intervention?

What does the student’s response to intervention look like? Update student progress:

Place a check in the check box, next to one of the following, then complete the corresponding step.

A-Significant Progress (Positive ROI and closing achievement gap)		B- Mild Progress (Making progress, but ROI below what is needed to reach goal)		C- No progress or regression (trend line below aim line, and may have negative rate of improvement)	
---	--	--	--	--	--

A – If the student’s progress is considered “**Significant**” choose one of the following:

_____ Adjust the current goal upward and continue the present intervention plan.

_____ Create a plan to discontinue/fade the present intervention plan and maintain progress.

_____ If multiple significant skill deficits are evident, select a new academic skill, or problem behavior to focus on, and create a new intervention plan.

B – If the student’s progress is “**Mild**”:

Was the intervention implemented as designed? Yes _____ No _____

If **no**, please explain:

If **yes**, answer the following yes or no questions:

Does the frequency of the intervention need to be increased? _____

Does the duration of intervention need to be increased? _____

Does the intensity of the intervention need to be increased? _____

C – If the student is making **no progress**, or **regressing** in response to intervention:

Next step: Document action plan and consider completing intervention services log (A.4).

Was the intervention implemented as designed? Yes _____ No _____ (If no, please provide explanation under “If no, please explain” in number 2 above.)

If **yes**, was the problem identified correctly? Explain:

Review your hypothesis “why do you think the student is having a difficulty in this area?” on page two of PST form.

Are there other hypotheses to consider? Yes _____ No _____

If **yes**, state new hypothesis below and create a new action plan.

New hypothesis:

If **no**, consider whether the intervention was aligned with the verified hypothesis.

Does the frequency of the intervention need to be increased? _____

Does the duration of intervention need to be increased? _____

Does the intensity of the intervention need to be increased? _____

Is there another intervention to consider? _____

Step 5: Create or adjust action plan

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PST Meeting Record Form (Behavior)

	Participants	Participants
Meeting Date:	1.	5.
Student Name:	2.	6.
Teacher:	3.	7.
Grade:	4.	8.

Step 1: Update “Intervention Services Log” and attach progress monitoring results.

Step 2: Review the data for each intervention (attached progress monitoring data)

Describe the intervention: _____

A – If the student is making **no progress**, or **regressing** in response to the intervention consider the following:

Was the intervention implemented as designed? Yes _____ No _____ (If no, please provide explanation under “If no, please explain” in number 2 above.)

If **yes**, was the problem identified correctly? Explain:

Are there other hypotheses to consider? (Why do you think most of the students are having a difficulty in this area?)
Yes _____ No _____

If **yes**, state new hypothesis below and create a new action plan.

New hypothesis:

If **no**, consider whether the intervention was aligned with the targeted skill deficit.

Does the frequency of the intervention need to be increased? _____

Does the duration of intervention need to be increased? _____

Does the intensity of the intervention need to be increased? _____

Is there another intervention to consider? _____

Step 3: Consider the student's response to intervention:

Is the student making "significant progress", "mild progress" or "no progress/regressing" in response to the intervention?

What does the student's response to intervention look like? Update student progress:

Place a check in the check box, next to one of the following, then complete the corresponding step.

A-Significant Progress (Drastic decrease in targeted behavior)		B- Mild Progress (Decreased targeted behaviors, although, problem behaviors still persists often.)		C- No progress or regression (Problem behaviors have not been affected, or have worsened)	
--	--	--	--	--	--

A – If the student's progress is considered "**Significant**" choose one of the following:

_____ Adjust the current goal upward and continue the present intervention plan.

_____ Create a plan to discontinue/fade the present intervention plan and maintain progress.

_____ If multiple significant problem behaviors are evident, select a problem behavior to focus on, and create a new intervention plan

B – If the student's progress is "**Mild**":

Was the intervention implemented as designed? Yes _____ No _____

If **no**, please explain:

If **yes**, answer the following yes or no questions:

Does the frequency of the intervention need to be increased? _____

Does the duration of intervention need to be increased? _____

Does the intensity of the intervention need to be increased? _____

C – If the student is making **no progress**, or **regressing** in response to intervention:

Next step: Document action plan and consider completing intervention services log (A.4).

Was the intervention implemented as designed? Yes _____ No _____ (If no, please provide explanation under “If no, please explain” in number 2 above.)

If **yes**, was the problem identified correctly? Explain:

Review your hypothesis “why do you think the student is having a difficulty in this area?” on page two of PST form.

Are there other hypotheses to consider? Yes _____ No _____

If **yes**, state new hypothesis below and create a new action plan.

New hypothesis:

If **no**, consider whether the intervention was aligned with the verified hypothesis.

Does the frequency of the intervention need to be increased? _____

Does the duration of intervention need to be increased? _____

Does the intensity of the intervention need to be increased? _____

Is there another intervention to consider? _____

Step 5: Create or adjust action plan

Problem-Solving Process Fidelity Checklist

School Name: _____ Student Name: _____ Date: _____

Directions: During the PST meeting, check whether each of the personnel identified in items 1-9 were present or absent. For items 10-26, please check whether the critical components of problem-solving / MTSS were present or absent during the PST meeting. This form should be used for all individual student focused problem-solving sessions.

Critical Components	Present	Absent	Notes
Personnel Present			
1. Administrator			
2. General Education Teacher			
3. Parent			
4. Data Coach			
5. Interventionist			
6. Special Education Teacher			
7. Facilitator			
8. Note-taker			
9. Timekeeper			
10. Fidelity Checklist Recorder			
Problem Identification			
11. Primary concern was identified in observable terms			
Problem Analysis			
12. Data were collected to determine the current level of performance (baseline)			
13. The students current level of performance was compared to peers' Performance			
14. A hypothesis was chosen to suggest why the student is having difficulty			
15. The goal was identified			
16. Instruction, curriculum, or school environment were chosen to modify to enable the student to attain the goal			

Intervention Development			
17. Interventions were developed in areas for which data were available			
18. Evidence-based interventions were discussed			
19. The intervention actions, when the actions will occur and who is responsible were identified			
20. Frequency, focus, and dates of progress monitoring were agreed upon			
21. Someone was identified to check on intervention fidelity			
Goal Statement			
22. The goal was clearly stated including target date, replacement behavior and goal			
23. A team member was identified to share the intervention plan with the parent(s)			
24. A follow-up meeting was scheduled			

Additional Comments:

References

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