Selecting Academic and Behavior Supports Through Teaming

AUGUST 2023

Center on
Multi-Tiered System of Supports
at the American Institutes for Research®

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

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Session Outcomes

At the end of the session, participants will be able to:

- Explain how teaming can increase educators' capacity to select and implement academic and behavior supports for struggling students.

- Implement efficient and effective teaming routines.

- Use freely available resources to assist teams in selecting appropriate academic and behavior supports.

Teaming to Select Academic and Behavior Supports

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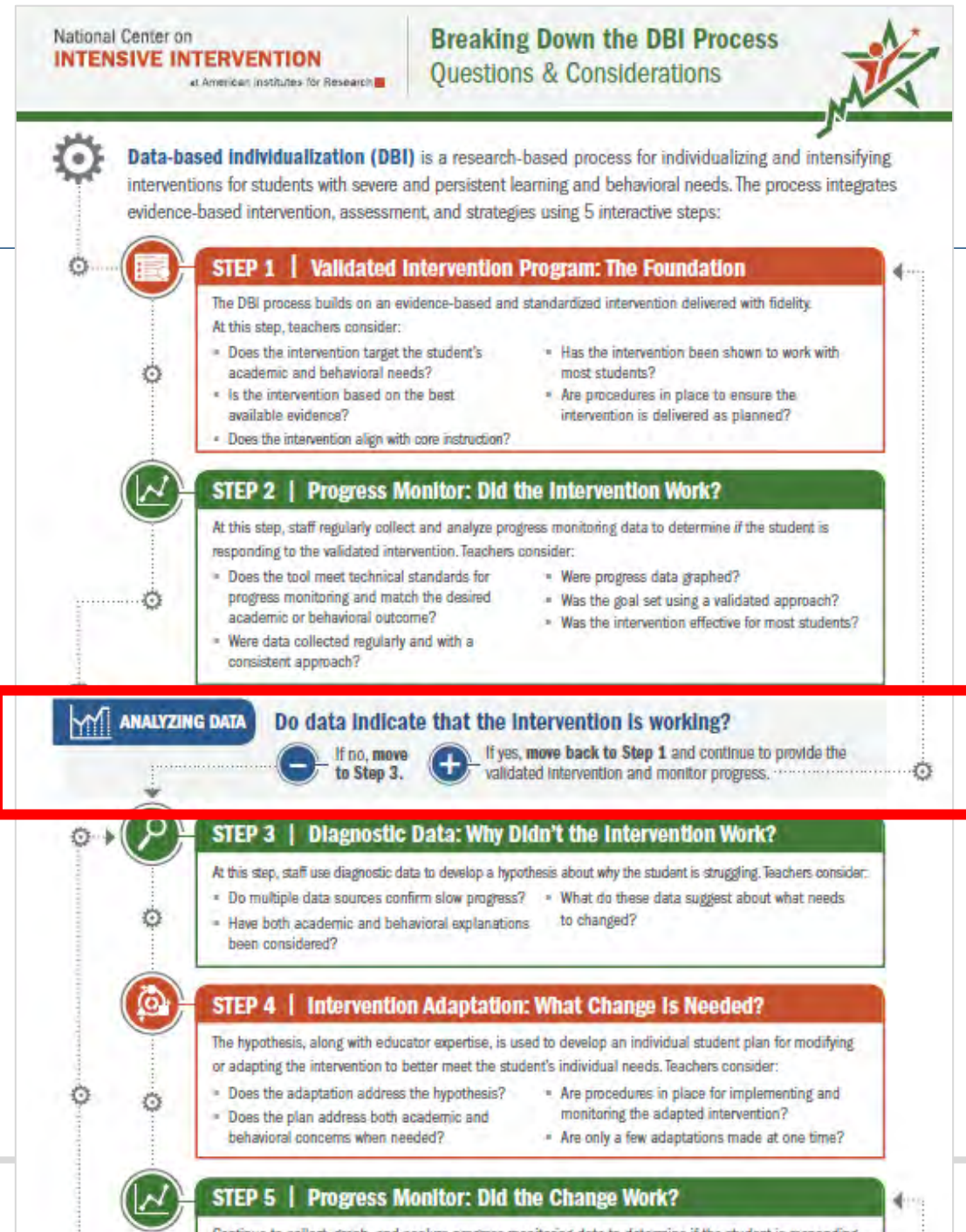at American Institutes for Research

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General Guidelines Based on Best Practices & Research for Teaming

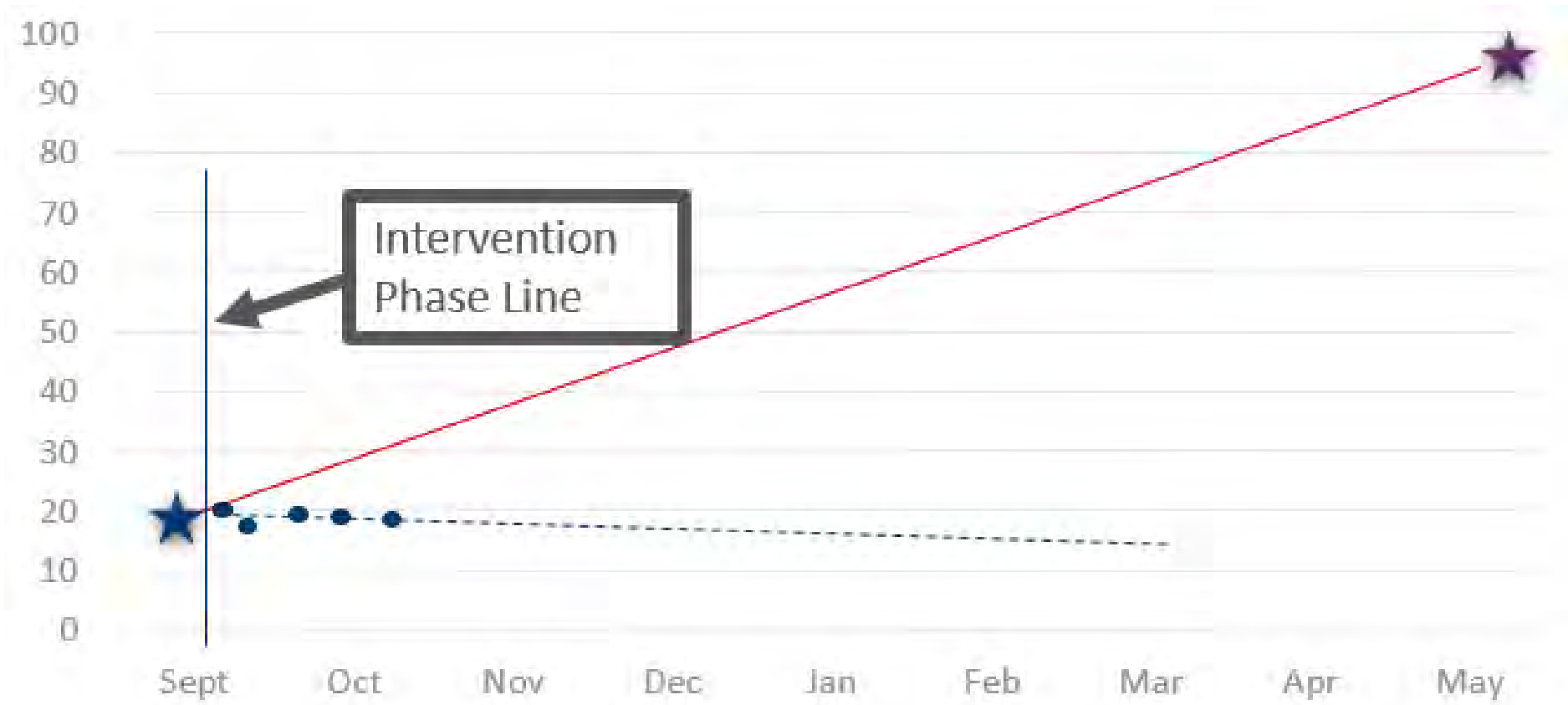| Progress Monitor (PM) Testing Frequency	**Probable strength of PM data's ability to reliably inform instruction and decision making				R-CBM Recommendation *(Other measures need only one probe per session.)*
	After 4 week period	**After 6 week period**	**After 8 week period**	**After 10+ week period**	
2x/week	**Good	**Excellent	**Excellent	**Excellent	1 probe
1x/week	** Fair	** Fair	**Good	**Excellent	1 probe
Every ~10 days	**Poor	**Poor	**Fair	**Good	1 probe
Every 2 weeks	**Poor	**Poor	**Poor	**Fair	1 probe
Every 3 weeks	Poor	**Poor	**Poor	**Poor	Median of 3 probes
Every 4+ weeks	Poor	Poor	**Poor	**Poor	Median of 3 probes

(Ardoin, & Christ, 2009; Fuchs, & Stecker, 2003; Good, Simmons, & Kame'enui, 2001)

Transitioning students to more intensive, individualized supports

What happens when the data indicate that the student needs additional academic or behavior supports?

Progress Monitoring: Do the data indicate the intervention is working?

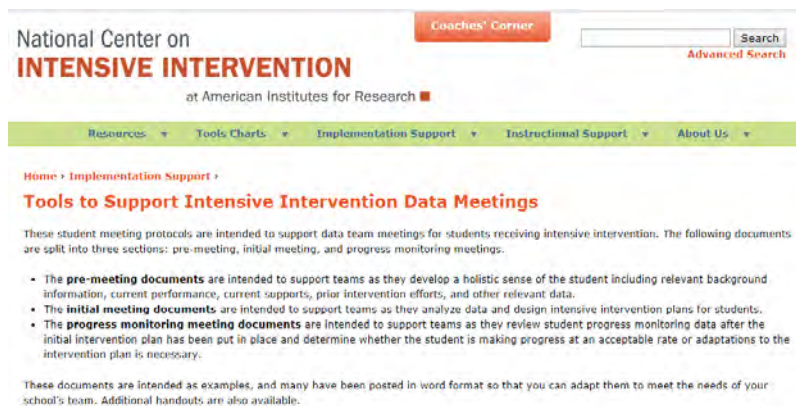# Free Tools and Resources to Support Teaming

- https://intensiveintervention.org/implementation-intervention/data-teaming

Tools to Facilitate Efficient and Timely Problem-Solving Meetings

- Facilitator Guides

- Participant Guides

- Note-Taking Resources

Visit www.intensiveintervention.org to access.

Sample Initial Meeting Agenda

- Gather relevant team members and assign roles.

- Identify teaming roles

- Clarify meeting purpose.

Initial Meeting Agenda

(30 minutes per student)

Roles	Sample Team Members
• **Facilitator:** Explains the purpose of the meeting and keeps the participants on task. • **Referring Teacher:** Completes premeeting process, describes the student, and shares student data during the meeting. • **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. • **Note-Taker:** Takes formal notes for documentation using a template.	• Intervention provider • Content specialist • Administrator • School psychologist • Social worker • Special educator • General educator/classroom teacher • Parent (as available and appropriate) • Occupational Therapist • Speech Therapist • Physical Therapist

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		

Electronic Tool

Data Teaming Process – Validated Process for **Efficient** and **Effective** Meetings

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.

Preparing for the Meeting: Meeting Facilitator

Provides guidance to support activities:

– Before the meeting

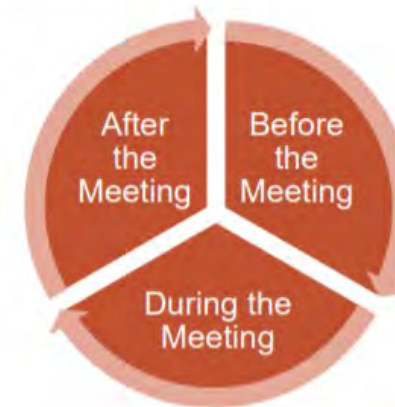– During the meeting

– After the meeting

Tips for Preparing the Referring Teacher

- Success of teaming depends on knowledge of student based on accurate data.

- Referring teacher **SUMMARIZES** data prior to meeting.

- Referring teacher comes prepared to share **major concerns** and **hypothesis about why** the student is not responding.

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Premeeting Process Guidance Document

Purpose: Before a student is referred for intensive intervention, it is important that the team get a holistic sense of the student, including relevant background information, current performance, current supports and previously attempted intervention(s), and other relevant data. Creating a form or having a system for compiling and documenting this information will help to expedite the initial meeting as well as ensure that the proper process has occurred.

Note to facilitators: NCII provides a sample premeeting form that can be filled out for students to document this process. Although there is no set form that teams must use to document the premeeting process, teams should ensure that their premeeting documentation is—

✓ Concise—ideally a one- to two-page "snapshot" of a student
✓ Thorough—includes important background information and data
✓ Accessible—available to all team members prior to the meeting

Information that should be compiled before a meeting includes the following:

1. **Student demographic and background performance information**
   - Name, age, grade, and date of birth
   - Does the student have an individualized education program or 504 plan?
   - Is the student an English language learner?
   - Has the referring teacher communicated with the classroom teacher or previous teachers to get information about the student's performance?
   - Has the referring teacher shared these concerns with the parent/guardian?

2. **Summary of current performance in relevant content areas**
   - Describe the present level of performance in each content area (e.g., reading, mathematics, behavior/social skills).
   - Describe strengths in each content area.
   - Describe and prioritize concerns in each content area.

3. **Summary of current supports in relevant content areas**
   - What supports does the student already receive?
   - What tier of support does the student receive in each content area?

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Handout

Reflection

- How can this structure help facilitate more efficient and effective meetings?

- Which meeting step will be most challenging for my site?

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Initial Meeting Participant Guide
(30 minutes)

Meeting Step	Who	Time
Before the meeting • Compile student information and data, including graphed progress-monitoring data, relevant work samples, and other diagnostic data	Referring teacher	Before meeting
1. Introduction and purpose • Welcome the team and referring teacher • Explain the purpose of the meeting • Review team meeting roles and agenda	Facilitator	2 min.
2. Describe the student and share data • Briefly describe the student's strengths, area(s) of concern, and previously attempted interventions • Share relevant student data (progress monitoring and diagnostic)	Referring teacher	5 min.
3. Ask clarifying questions to create hypothesis • Ask teacher clarifying questions to better support effective and accurate data analysis and understand student challenges • Develop a hypothesis for why the student is responding insufficiently	Team	5 min.
4. Review evidence-based strategies for intensification • Discuss evidence-based strategies that align to the hypothesized skill deficit or function of behavior • Record potential evidence-based strategies so that the list is visi[ble to all] members		8–10 min.
5. Prioritize and plan		

Handout

Data Teaming Process – Validated Process for Efficient and Effective Meetings

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.
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5. Prioritize and plan	Team	5–7 min.
6. Wrap-up and next steps	Facilitator	3 min.

Step 2. Describe the Student (5 min)

- The referring teacher briefly describes the student, notes the primary area of concern, describes intervention(s) that have been attempted, and reviews student data, highlighting data that illustrate the area of concern.

- Teacher should
  - Identify the student's strengths and the primary area of concern.
  - Summarize the intervention(s) attempted.
  - Review student data.

- Teachers should keep their review as **objective** as possible and refrain from "admiring the problem." **Present an initial hypothesis** about nature of non-response.
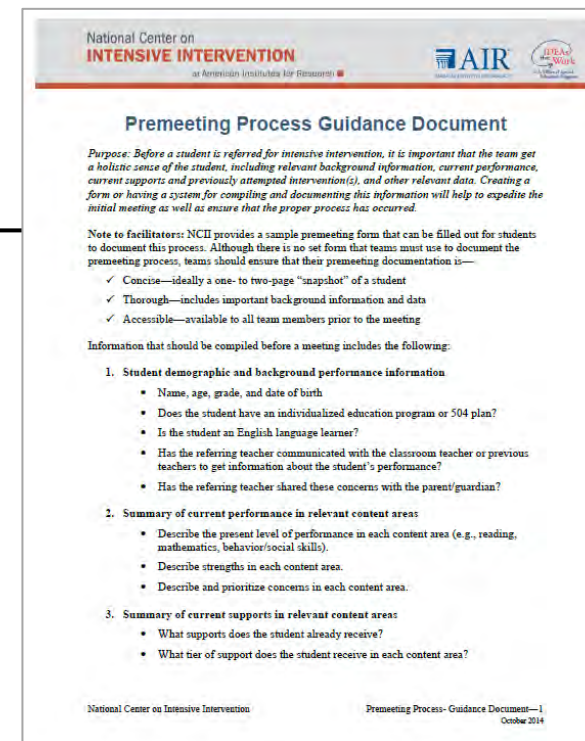
The success of teaming depends on accurate hypothesis development and intensification strategy selection.

Data Teaming Process – Validated Process for Efficient and Effective Meetings

1. **Introduction and purpose**	Facilitator	2 min.
2. **Describe the student and share data**	Referring teacher	5 min.
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6. **Wrap-up and next steps**	Facilitator	3 min.

Why do we need a hypothesis?

to avoid 'assumacide'

"Assumacide" is a term used to explain the problems we encounter when we develop solutions for problems based on assumptions.

Hypothesis Development

If....

What we think needs to happen for that change to occur?

Then....

What the diagnostic data indicate needs to change?

Hypothesis Development

If…. Then….

Examples
1. **If** I drank less DDP, **then** I would have more money for holiday shopping and be healthier.
2. **If** Sarah was provided additional opportunities to read aloud with explicit feedback, **then** she would increase her reading accuracy and fluency.

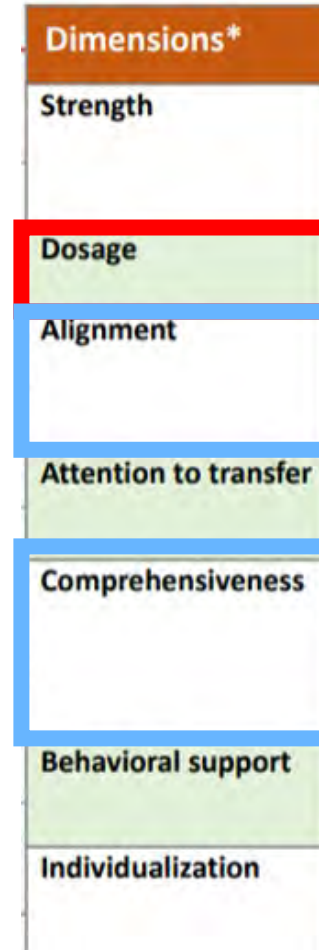# Hypothesis Development

If....   Then....

You try! With a neighbor.

1. Create an **If...Then** hypothesis about your New Year's resolution.
2. Create an **If...Then** hypothesis about improving your effectiveness as a teacher.

Using Diagnostic Data to Develop Hypothesis to Intensify

- Teacher reviews classroom assessment data and conducts observations of the student's learning behavior. Behavior observations suggest that the student struggles to master skills as quickly as same age peers and needs more practice than her peers.

- *Hypothesis:* **If** the student is provided additional opportunities of direct instruction, feedback, and practice on target skills, **then** he/she would move to mastery of these skills more quickly.

Dimensions*
Strength
Dosage
Alignment
Attention to transfer
Comprehensiveness
Behavioral support
Individualization

Using Data to Intensify the Intervention

- Fidelity and observation data indicate that Kelsey is easily frustrated and less engaged in the intervention than her peers. Data indicate she can learn the skill if she attends to the task.

- *Hypothesis:* **If** Kelsey was more engaged and able to control her frustration, **then** she would benefit more from the intervention.

Dimensions*
Strength
Dosage
Alignment
Attention to transfer
Comprehensiveness
Behavioral support
Individualization

Developing the Hypothesis

- The hypothesis drives the intensification strategy selection.

- The taxonomy and this tool help teams develop a clear and more accurate hypothesis.

Resource Review!

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Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank

This resource includes questions that teams can use to develop a hypothesis about why an individual or group of students may not be responding to an intervention. The hypothesis should help guide intervention planning and selection of intensification strategies using the Intervention Intensification Strategy Checklist. When developing a hypothesis, teams should consider the intervention design, fidelity of implementation, and learner needs. Intervention fidelity data collected using the Data-Based Individualization Implementation Log and informal diagnostic data may help teams answer the sample questions below related to these three areas.

Tip: If most students are not responding to the intervention, consider developing a hypothesis to guide selection and implementation of adaptations or intensification strategies for the group. If most students are responding and a few students are not, consider using this resource to develop a hypothesis to guide adaptations and intensification for individual students.

Intervention Design (*Strength/Evidence base*)

- Does evidence suggest that the intervention is expected to lead to improved outcomes (*strength*)?
  - For the identified skill deficits and/or function of the behavior?
  - For students with similar characteristics (e.g., English learner, disability, socioeconomic status, geographic setting)?
  - For students with similar growth goals?
- Does the group size, duration, and frequency provide sufficient opportunities to respond and receive corrective feedback (*dosage*)?
- Does the intervention match the student's identified needs (*alignment*)?
- Does it assist the student in generalizing the learned skills to general education or other tasks (*attention to transfer*)?
- Does the intervention include elements of explicit instruction (*comprehensiveness*)?
- Does the student have opportunities to develop the behavior skills necess
(*behavioral support*)? Does the behavior intervention complement rather

Handout

What data are necessary to develop a hypothesis?

- Intervention design information

- Intervention implementation fidelity

- Student performance data (academic and behavior)

Step 3. Ask Clarifying Questions (5 min)

- Consider the following:
  - » Quality of intervention
  - » Student needs and background performance information
  - » Contributing behavioral factors
  - » Contributing academic factors
  - » Other contributing factors that may impact sufficient progress

- Refer to the question bank handout "Ask Clarifying Questions to Create a Hypothesis to Guide Intervention Changes" as necessary.

- **Develop** the hypothesis to guide intensification.

Struggling with the "IF"?

- Consider using the Taxonomy to structure your thinking.

- If the student had more opportunities for practice and feedback…

- If she was provided additional direct instruction in [targeted area]

- If we reinforced intervention strategy use in during core instruction,

- If we modeled efficient solution strategies,

- If she could manage her frustration during difficult tasks,

Dimensions*

Strength

Dosage

Alignment

Attention to transfer

Comprehensiveness

Behavioral support

Individualization

Responding to non-responders

Dimensions*
Strength
Dosage
Alignment
Attention to transfer
Comprehensiveness
Behavioral or academic support

Intensify and individualize the intervention to address the hypothesis.

Data Teaming Process – Validated Process for Efficient and Effective Meetings

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5. Prioritize and plan	Team	5–7 min.
6. Wrap-up and next steps	Facilitator	3 min.

Step 4. Review evidence-based strategies for intensification (8-10 min)

- Record **all possible adaptations and strategies** that are discussed.

- Select and prioritize strategies that are **evidence based**.
  - » If needed, make note of strategies for which the team should examine the evidence base.
  - » **Ensure that all strategies align to the hypothesized deficit or function of behavior**.

- Refer to the handout "Intensification Strategy Checklist" and Taxonomy of Intervention Intensity.

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Hypothesis Development to Strategy Selection

Hypothesis

1. If I drank less DDP, **then** I would have more money for holiday shopping (or be healthy).

→ What strategies should I implement to drink less DDP?

2. If Sarah was provided additional opportunities to read aloud with explicit feedback, **then** she would increase her reading accuracy and fluency.

→ How do I provide additional opportunities to read aloud?

Adaptable Intensification Strategy Checklist

Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, www.intensiveintervention.org. *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.*

Strength: Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the Taxonomy of Intervention Intensity.

Dosage
Increase opportunities for practice and corrective feedback.
☐ 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 the groups (group students with similar performance levels).
☐ Consider an intervention setting with fewer distractions.
☐ Embed additional practice and feedback sessions throughout the day.
☐ _____

Alignment
☐ Increase instructional time for the target skill.*
☐ Supplement intervention with National Center on Intensive Intervention materials in reading, math, or behavior.
☐ Focus on discrete skill instruction within the target skill.
☐ _____

Attention to Transfer
☐ Align instructional routines and language with core instruction and the environment.
☐ Preteach content.
☐ Embed guided practice on target skills within core instruction and other environme
☐ Embed explicit opportunities in other settings to maintain skills acquired in the int
☐ Explicitly teach connections.

Handout

The usefulness of this step is highly dependent upon the team members' knowledge of existing evidence-based academic and behavior resources, supports, and strategies.

Step 5. Prioritize and Plan (5-7 min)

- Consider using the following system to categorize while the scribe records:

  1 = Will try right away

  2 = Will consider trying in the future

  3 = Have already attempted

  4 = Need to research further

Remember, the **referring teacher prioritizes** and categorizes the suggested strategies.

Step 6. Wrap up and Next Steps

- Ensure that a **date and time** are set for the follow-up meeting.

  - Generally, teams should plan to check in two (behavior) to six weeks (academic) after the initial meeting.

- Ensure that a plan is in place for how and where the student's **plan will be documented and disseminated** to teachers and team members.

- Ensure that there is a plan in place to **communicate the changes** or new plan with the parent(s).

- Ensure that all team members are clear on their **next steps** for implementing the plan.

Ongoing monitoring of the effect of academic and behavior supports.

Keep it simple!
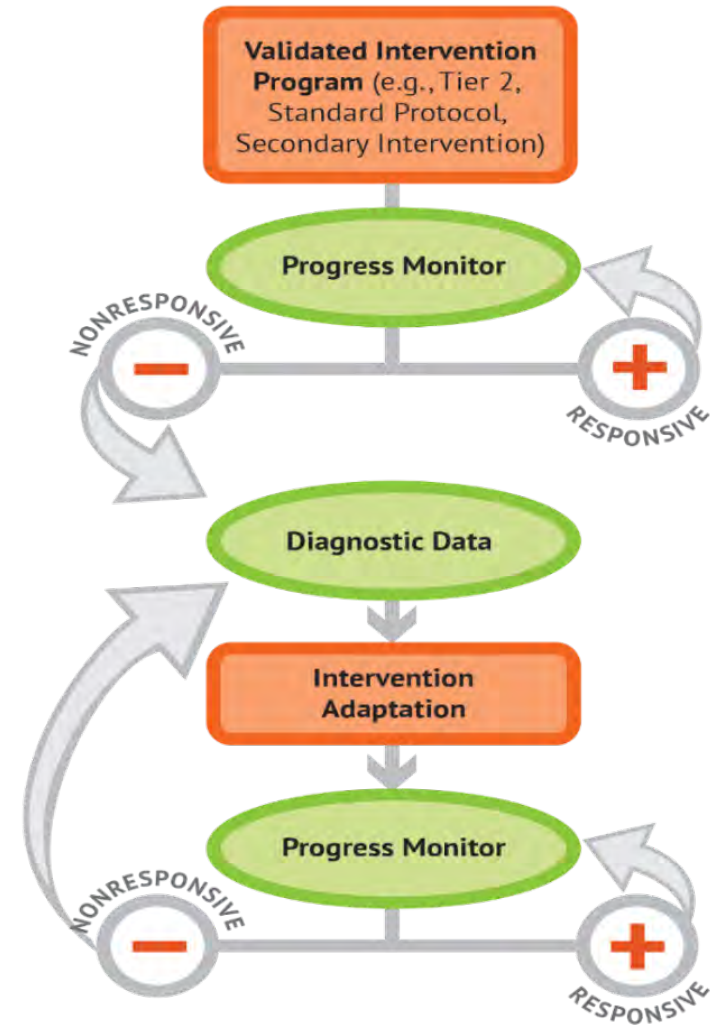
Candid Questions and Answer About Teaming

Suggested Next Steps

- Establish teams to review data and problem solve around non-responders.

- Establish written teaming procedures for responding to students who need additional academic and behavioral supports.

- Schedule time before the school year starts to ensure appropriate infrastructure exists for teaming.

- Practice, practice, practice!!

Thank you!

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References

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Fuchs, L. S., & Stecker, P. M. (2003). *Scientifically based progress monitoring*. National Center on Student Progress Monitoring: Washington, DC.

Good, R. H., Simmons, D. C., & Kame'enui, E.J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading, 5,* 257–288.

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