
 **MILWAUKEE PUBLIC SCHOOLS**

## Building Intervention Team

2014

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- Learning Intention:
  - Participants will learn about the roles and tasks of their Building Intervention Team in ensuring their Responsive to Intervention Framework is at fidelity.
- Success Criteria
  - You will be successful when you can go back to your building and hold a BIT meeting with appropriate staff members present and cover the necessary data and activities to increase your fidelity with RtI

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 **MILWAUKEE PUBLIC SCHOOLS** Attention Signal


- Teacher will clap twice
- Students finish their thought
- Teacher says “Hocus Pocus”
- Students say “Everybody Focus”

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 **MILWAUKEE PUBLIC SCHOOLS** Ice Breaker

- Go around your table:
  - Your name
  - What school you are at
  - If you could compete on any reality show, which show would you want to compete on?


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Definition or Role of it:	Who is on it?
Examples of Work It Does	Non-Examples of Work It Does:

BIT

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 **MILWAUKEE PUBLIC SCHOOLS** Tiered System of Support

- Tier 1: All Students 
- Tier 2: One Adult/ Multiple Students 
- Tier 3: Multiple Adults/ One or Two Students 

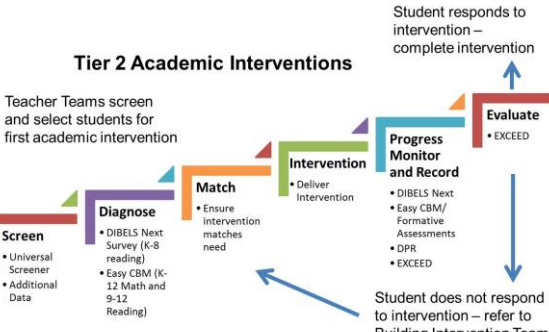
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## Which of these teams does your school have?

- Tier 1: Universal
  - Learning Team
  - PBIS Universal Team
  - Teacher Teams
- Tier 2: One Adult/ Multiple Students
  - Teacher Teams
  - Building Intervention Team
- Tier 3: Multiple Adults/ One to Two Students
  - Building Intervention Team
  - Individualized Teams



**Tier 2 Academic Interventions**

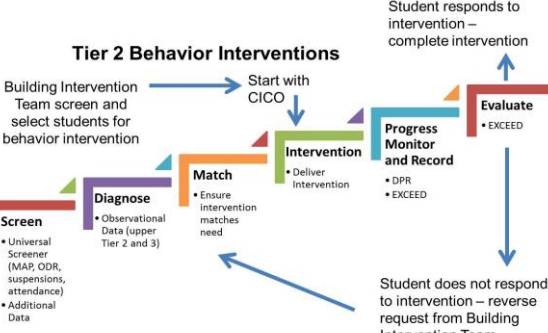


Teacher Teams screen and select students for first academic intervention

Student responds to intervention – complete intervention

Student does not respond to intervention – refer to Building Intervention Team

**Tier 2 Behavior Interventions**



Building Intervention Team screen and select students for behavior intervention

Start with CICO

Student responds to intervention – complete intervention

Student does not respond to intervention – reverse request from Building Intervention Team

**Building Intervention Team**

- The Building Intervention Team (BIT) serves as the hub for both academic and behavioral intervention systems for Tier 2 and Tier 3 in the school.
  - Formerly known as the Tier 2 Team

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**BIT Size**


- The Building Intervention Team typically has a smaller number of members than the Learning Team or PBIS Universal Team.
  - The size of the BIT is comparable to the school enrollment. The larger the school enrollment, the larger the team will be.
  - At large schools, the Building Intervention Team may have sub-committees or silent team members that are responsible for specific tasks.

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**Who is on your team?**

- The following positions are required for the Building Intervention Team:
  - Regular Education Teacher(s)
  - Special Education Teacher(s)
  - Support Staff member(s) i.e. Counselors, School Psychologists, Social Workers, Librarians, Assistants, etc.
    - Depending on availability (FTE allocation), responsibilities, and skill set.
  - Administrator (as needed)


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## BIT Roles

- Once the Building Intervention Team members are identified, each BIT is required to have a Team Coordinator(s) and several members trained in PBIS Tier 2 and 3 processes.
- The Building Intervention Team members should fill the following roles:
  - Team Coordinator(s) (required)
  - Data Coordinator
  - Record Keeper (minutes)


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## Expertise

- When collaborating with teacher teams around individual and student group data and interventions, the Team Coordinator(s) may invite additional teachers, coaches or other staff members that can help address the area of concern.
  - i.e. Teacher with expertise in reading

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## Meetings

- BIT should meet at least twice a month.
- The PBIS Universal Team, The Learning Team, and the BIT have different roles and responsibilities and should not be meeting as one large group.
  - It is recommended that there is either a member who is a liaison between teams or a method of communication is established between the two teams (such as email or a TLC).


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## Meeting Calendar

### March 2014


SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Teacher Day	4 PBIS Learning Team Admin attend Learning Team	5 Teacher Day	6 Staff Meeting	7 Teacher Day	8
9	10 Teacher Day	11 Building Intervention Team - Academic (admin attends)	12 Teacher Day	13 Teacher Team/ PLC	14 Teacher Day	15
16	17 Teacher Day	18 PBIS Learning Team Admin attend PBIS	19 Teacher Day	20 Staff PD (various topics)	21 Teacher Day	22
23	24 Teacher Day	25 Building Intervention Team - Behavior (admin attends)	26 Teacher Day	27 Teacher Team/ PLC	28 Teacher Day	29
30	31 Teacher Day					

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## Discussion

- How can you stagger your meetings so crucial staff can attend all appropriate meetings?


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## Learning Team

- The Building Intervention Team should communicate any needs, data, or other concerns regarding the school's Tier 2 and 3 intervention systems to enable the Learning Team to make informed decisions regarding the planning and supporting of their school level RtI/PBIS Framework for academics and behavior.

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## BIT Responsibilities

Four Main Responsibilities:



1. Ensure Tier 2 and Tier 3 Intervention Systems Are In Place (and at fidelity)
2. Screen Students for Behavior Interventions (Check-In/Check-Out)
3. Review Individual Student Data
4. Review Intervention Systems Data

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## BIT Checklist

Look over BIT checklist and as a school:

- Put an  by those you are currently doing
- Put an  by those you need to start doing
  1. Ensure Tier 2 and Tier 3 Intervention Systems Are In Place (and at fidelity)
  2. Screen Students for Behavior Interventions (Check-In/Check-Out)
  3. Review Individual Student Data
  4. Review Intervention Systems Data


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## 1) Tier 2 and 3 Intervention Systems

- The BIT collaborates with the Learning Team and school staff members to ensure that both academic and behavioral intervention systems are in place at the school.
  - Strong systems ensure interventions are not random and they are available to all students


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## Systems Then Students

- The BIT works with others in the school to help set up intervention systems which include timelines for identification of students, personnel to coordinate interventions and enter data, and identifying the model for delivery of interventions.
  - Some of the planning work is done in spring to prepare for the upcoming school year.


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## Professional Development

- The BIT takes the lead in determining the professional development needs for staff members on interventions, progress monitoring, and documentation.
  - Do the right people know...
    - What the interventions are?
    - How to deliver the intervention?
    - How to progress monitor?
    - How to document the intervention?

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## Fidelity of Implementation

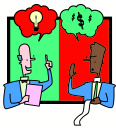
- The BIT assesses the fidelity of implementation of interventions and intervention systems and creates action plans for continuous improvement based on the results of the tools.
  - Fidelity of Implementation Tools include SIR and BAT.
  - Progress monitoring data may also be used to assess fidelity.

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## Table Discussion

- How can you improve how your BIT is looking at Tier 2 and Tier 3 Intervention Systems?



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## 2) Screen Students for Tier 2 Behavior

- To identify students for Tier 2 behavioral interventions, the Building Intervention Team regularly screens students using:
  - School-wide discipline data (Problem Behavior by Student)
  - Requests from teachers, parents or students for Tier 2 behavioral interventions
- Teacher Teams screen students for academic interventions.

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**Request for Tier 2 Intervention- Behavior**  
 Complete this form and return to the Building Intervention Team for review.

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Parent Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Parent Contacted? Yes  No  Parent Input: \_\_\_\_\_  
 Does the student have an IEP? YES  NO   
 Does the student have any of the following in their IEP: Reading  Math  Behavior   
 Is the student an English Language Learner? Yes  No  Program: ESI  Bilingual  None   
 Student's Primary Language: \_\_\_\_\_  
 What are the areas of concern for the student?  
 Academic  Behavior  Both academic and behavior   
**Circle all of the classroom supports you have tried:**  
 time out, enter rooms in class     1:1 student conference     homework help  
 parent contact (notes/phone)     loss of privileges (access, etc.)     conference w/parent  
 incentive (individual)     self monitoring strategies  
 Other (please list) \_\_\_\_\_  
 Which strategies have been successful?  
 \_\_\_\_\_  
 Other comment and concerns:  
 \_\_\_\_\_

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## Tier 2 Behavior Entrance Criteria

- Students with 2+ ODRs in 20 school days (K- 5)
- Students with 3+ ODRs in 20 school days (6-12)
- Students with 2+ suspensions in 90 school days
  - Can lower either of these criteria
- Teachers use Risk Behavior Screening
  - When ODR data is not there for particular students
  - For internalizing behaviors
- Teacher, parent, or student referral to Tier 2

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**School Name**

**Student Risk Screening Scale (SRSS; Drummond, 1994)**

Directions: Please rate each student on each behavior using the following scale:  
 0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

Student Name	Stealing	Lying, Cheating, Sneaking	Behavior Problems	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behaviors

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## On-Going Screening


- Screening students for behavior is on-going throughout the school year.
- If a student is in need of an intervention, they need to receive an intervention
- Academics is only screened after MAP
- Behavior is screened continually throughout the year

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## Table Discussion

- How can you improve how screen students for behavior?



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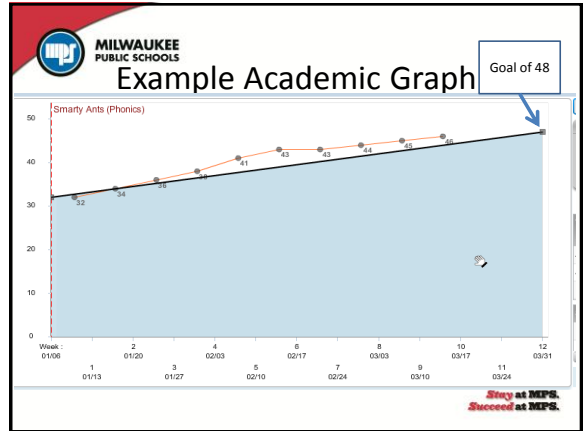
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### 3) Review Individual Student Data

- Academics:** The Teacher Teams monitor how their students are responding to the interventions using progress monitoring data.
  - The Teacher Team will see which students are or are not responding to the intervention.
  - If a student is responding, the Teacher Team will recommend the student continue the intervention and monitor the plan according to the timeline.


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If the three data points are	Then
Above the aim line and the target score	End intervention plan and <ul style="list-style-type: none"> <li>Increase the target in a new plan</li> <li>Change to next sequence skill in a new plan</li> <li>Reduce support, fade to Tier 1</li> </ul>
Above the aim line but NOT at target score	Continue implementation until target is reached
Around the aim line	Continue implementation until target is reached
Both above and below the aim line	Continue implementation, collect and review data until data rule can be applied
Below aim line	Dig deeper and/or make a teaching change <ul style="list-style-type: none"> <li>Check/Improve fidelity of intervention</li> <li>Intensify current intervention</li> <li>Change intervention</li> <li>Refer to Tier 3</li> </ul>



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- At your table:
- Review each graph and determine if the student is responding to the intervention:

 If a student is responding

 If a student is not responding

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### Not Responding to Intervention

- Academics:** If a student is not responding to the intervention after a sufficient amount of time, the Teacher Team collaborates with the BIT using the [Reverse Request for Assistance](#) and reviews:
  - What has been already implemented?
  - What went well?
  - What did not go well?
  - What additional information is needed for decision-making?
  - Decide on the next steps.

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List specific information/data collected which best reflects your concern (referrals, DPR score, percentage of homework completed, DIBELS-EasyCBM scores, attendance, etc.)

ELL? YES  NO

Does the student have any of the following in their IEP: Reading  Math  Behavior  None

Bottom portion of form must be completed by classroom teacher/ teacher team and returned to the BIT for review

Teacher Name: \_\_\_\_\_

Define the concern in specific behavioral and/or academic terms:

\_\_\_\_\_

List the student's strengths:

\_\_\_\_\_

What do you see as the student's "big need?" (this need if met will improve the quality of life for the student)

\_\_\_\_\_

Using data and your knowledge of the student, identify one positive goal for this student

\_\_\_\_\_

Action taken by Building Intervention Team Team Conference Date: \_\_\_\_\_

Referred for continued modified Tier II interventions.  Recommended for Tier III intervention

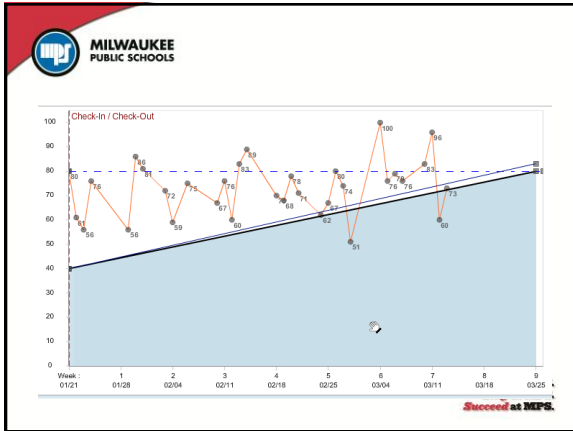
Suggested Start date: \_\_\_\_\_ Suggested Initial Student Team Meeting Date: \_\_\_\_\_

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## Review Individual Student Data

- Behavior:** The Building Intervention Team is responsible for tracking individual student data for behavior interventions.
  - The Building Intervention Team will determine which students are or are not responding to the intervention. A student is considered to be responding to a behavior intervention if they receive an 80% on their Daily Progress Report (DPR) for 80% of the time over the course of four consecutive weeks.
  - If a student is responding, the BIT will recommend the student continue the intervention for the time designated within the intervention plan.

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- At your table:
- Review each graph and determine if the student is responding to the intervention:
  - If a student is responding
  - If a student is not responding

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## Not Responding to Intervention

- Behavior:** If a student is not responding to the intervention after a sufficient amount of time (recommended to be for 9 weeks), the BIT, using the [reverse request for assistance](#), will collaborate with teacher and/or teacher teams, and review
  - What has been already implemented?
  - What went well?
  - What did not go well?
  - What additional assessments may be needed for decision-making?
  - Decide on the next steps.

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## Viewing Interventions In Exceed

- Log in Exceed
  - Will start on the Educator section
- Click on Coordinator (top right)
  - Will take a few minutes to load
- Search on the left side
  - More options on how to search than under educator

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**MILWAUKEE PUBLIC SCHOOLS** Search for Plans

- Select the School
- Select the grade level (optional)
  - BIT should run for whole school
  - Teacher teams should run for their grade level
- Intervention- select Domain to search for
  - Behavior, Literacy, Math
- This will show ALL students at your school with this domain of an intervention

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**EXCEED Student Achievement Manager**

Search Results

Name: ALLEN-FIELD SCHOOLS  
 Type: School Type  
 Grade: 1-12  
 Teacher/Staff Status: ALL  
 K-12 Subgroups: ALL  
 Interventions: ALL

To Do List

- Early Warning
- RTI Snapshot

ALLEN-FIELD... (All Online) Select Domain / Date Apply Filter

Ed Tier 2	72	30	2	2
Behavior	46	3	1	0
Literacy	21	0	0	0
Math	27	0	0	0

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- Go through and click on each student's name and go to MONITORING to see graph
- Go to next student, repeat, etc
- Can view old graphs (upper right change from Current to ALL)
- Can print graphs into a PDF (Upper right click Print)

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**MILWAUKEE PUBLIC SCHOOLS** Monitoring Plans

- The BIT monitors intervention plans and progress monitoring data throughout the year to ensure proper documentation is occurring.
  - The BIT uses EXCEED/Rti, Dashboard, and Data Warehouse to monitor plans and progress monitoring data.

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**Web Intelligence - School Intervention Summary**

Filter for Domain: %  
 If yellow, plan is overdue  
 If red, data has not been entered in 10 days

Student ID	Student Name	Responsible Staff	Intervention	Start Date	Target Goal Date	# of Days (Actual / Active Plans)	Actual # of Scores	Avg. Score (Behavior only)	# of Scores (above 80)	Last Score Date	Current School
	Christine M Foy		Check-in/Check-Out	2/3/14	4/7/14	80	33	59	3	4/7/14	ALLEN-FIELD SCHOOL
	Monica K Hoffelder		Explicit, strategic instruction-phonemic awareness	3/17/14	5/26/14	38	1	24		4/11/14	ALLEN-FIELD SCHOOL
	Kathryn A Kant		Smart Arts (Phonics)	3/17/14	5/26/14	38		0			ALLEN-FIELD SCHOOL
	Kathryn A Kant		ST Math Intervention (CA)	3/10/14	5/19/14	45	1	4		3/27/14	ALLEN-FIELD SCHOOL
	@ERR		SAG Emotional Management Individualized	2/11/14	4/15/14	72		0			ALLEN-FIELD SCHOOL
	Christine M Foy		CCO	3/17/14	5/26/14	38	7	79	3	3/28/14	ALLEN-FIELD SCHOOL
	Emily E Hattger		SAG School Rules	2/18/14	4/22/14	65	3	90	3	3/11/14	ALLEN-FIELD SCHOOL
	Beth A Strong		Smart Arts (Phonics)	3/17/14	5/26/14	38	2	51		4/4/14	ALLEN-FIELD SCHOOL
	Ingram C Rivas		ST Math Intervention (MRT)	3/10/14	5/19/14	45	1	99		3/27/14	ALLEN-FIELD SCHOOL
	Kathryn A Kant		Smart Arts (Phonics) Individualized	3/17/14	5/26/14	38		0			ALLEN-FIELD SCHOOL


**MILWAUKEE PUBLIC SCHOOLS** Table Discussion

- How can you improve how you review individual student data?



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## 4) Review Intervention Systems Data

- The BIT reviews intervention systems data, to analyze the overall success of academic and behavioral interventions at the school.
  - The team does this by looking at how many of the students are responding (showing improvement) to a particular intervention in the school.

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## Guidelines

- If more than 70% of the students are responding to the intervention, it is considered successful.
- If less than 70% of the students are responding, then the team will review or analyze how the intervention is being implemented in the school.
  - The BIT will create an action plan and alternative implementation plans will be developed to increase the response rate.


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- Using Example Data Sheets:
  - Is your Academic Interventions at Fidelity?
  - Is your Behavior Data at Fidelity?
- Using your data packet complete the BIT Minutes form


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- Reflect on the following questions:
  - What systems do you need to work on with Tier 2 interventions?
  - What professional development does your staff need?
  - What additional resources/ coaching do you need?
- Put on sticky-notes, and post on Poster Paper

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## More Information

- Rtl/ PBIS Website:
- <http://www5.milwaukee.k12.wi.us/dept/rti/>

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## Teamwork

- Wisdom of Geese:
- <http://youtu.be/5rOg4WfNDfM>

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