Building Intervention Team

2014

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.

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

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?

Tiered System of Support
- Tier 1: All Students
- Tier 2: One Adult/ Multiple Students
- Tier 3: Multiple Adults/ One or Two Students
• Tier 2: One Adult/ Multiple Students
  — Teacher Teams
  — Building Intervention Team

• Tier 3: Multiple Adults/ One to Two Students
  — Building Intervention Team
  — Individualized Teams

**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

**Tier 2 Behavior Interventions**

- Start with CICO
- Progress Monitor and Record
- Evaluate + EXCEED
- Screen
  - Universal Screener
  - Additional Data

**Tier 2 Academic Interventions**

- Screen
  - Universal Screener
  - Additional Data

- Diagnose
  - DIBELS Next Survey (K-8 reading)
  - Easy CBM (K-12 Math and K-12 Reading)

- Match
  - Ensure intervention matches need

- Intervention
  - Deliver Intervention

**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)

**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.
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)

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

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).

Discussion

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

Meeting Calendar

March 2014

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<td>Teacher Title Prep</td>
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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.
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

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

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

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.

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?

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.
Table Discussion

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

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.

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

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
Table Discussion

• How can you improve how screen students for behavior?

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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<th>If the three data points are</th>
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<td>• Increase the target in a new plan</td>
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<td>• Change to next sequence skill in a new plan</td>
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<td>• Reduce support, fade to Tier 1</td>
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<td>Above the aim line but NOT at target score</td>
<td>Continue implementation until target is reached</td>
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<tr>
<td>Around the aim line</td>
<td>Continue implementation until target is reached</td>
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<tr>
<td>Both above and below the aim line</td>
<td>Continue implementation, collect and review data until data rule can be applied</td>
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<td>Below aim line</td>
<td>Dig deeper and/or make a teaching change</td>
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<td>• Check/improve fidelity of intervention</td>
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<td>• Intensify current intervention</td>
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<td>• Change intervention</td>
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<td>• Refer to Tier 3</td>
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Example Academic Graph

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.

If a student is responding

If a student is not responding
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.

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**

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.

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
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

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.

Table Discussion

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

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.

• 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

• 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

More Information

• RtI/ PBIS Website:
  • http://www5.milwaukee.k12.wi.us/dept/rti/

Teamwork

• Wisdom of Geese:
  • http://youtu.be/5rOg4WfNDfM