SAINT LOUIS
PUBLIC SCHOOLS

Student Intervention Team

Process and Procedures

2010-2011

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PREFACE

This document is intended to be a practical and useful guide to successfully managing the activities of the Student Intervention Team (SIT) in the St. Louis Public Schools. This manual is not intended to be an extensive compilation of strategies for the many different problems that may be addressed by the SIT process. There are numerous excellent materials available commercially and from professional literature or organizations. Additional resources are cited throughout the St. Louis Public Schools Response to Intervention Manual.

- o Hawthorne Educational Services, Inc. has excellent resource guides for intervention strategies.
  View them at: http://hawthorne-ed.com/pages/home%20page/interventionmanuals.html

- o LRP Publications is a one-stop spot for everything RtI. View their resources, including staff training tools at: http://www.rtiresources.com

- o The Missouri Department of Elementary and Secondary Education has information on its website relevant to RtI. Visit: www.dese.mo.gov/3tieredmodels

- o RtI Tools is a response to intervention directory. There are many resources for you to choose from. Click on: http://www.rtitools.com

The SIT Process and Procedures Manual will be continuously updated as feedback is received. Check the St. Louis Public Schools intranet frequently for revision announcements.

THE STUDENT INTERVENTION TEAM
GENERAL INFORMATION

The Student Intervention Team (SIT) is a general education function. It is a school-based, problem-solving group designed to provide schools with an efficient, effective and clearly defined procedure for providing assistance to students, teachers and parents. Its purpose is to find ways around roadblocks to success for any student referred to it.

When a teacher identifies a student who demonstrates academic deficiencies, chronic inappropriate behavior, medical and health related needs, physical limitations, social or emotional concerns, or absenteeism, which severely limits their success in school, the teacher attempts to eliminate those concerns by implementing strategies in the classroom. If those strategies are not successful, the teacher may initially request assistance from the school's Collaborative Support Team. Any unresolved problems that continue to impede the learning process may be referred to the SIT. In other words, **students referred to the SIT, have not shown the expected academic or behavioral growth in spite of having received the benefit of evidence-based Tier 1 and Tier 2 instruction or interventions.** A referral to the SIT may also be generated by an administrator, parent or even the student.

SIT members consider evidence that the teacher collects to document the concern; they also design an implementation plan that includes a monitoring and evaluation component to determine the effectiveness of the intervention. Student Intervention Teams are most effective in schools in which all school staff have responsibility for all students and are skilled in engaging in collaborative problem solving.

SIT Membership
The SIT is a collaborative forum that uses a multi-disciplinary approach to identify and develop interventions for students. The SIT can include administrators, school psychologist/ psychological examiner, special and regular education teachers, school guidance counselor, school social worker, school nurse, speech-language pathologist, and other teachers/staff or outside agencies involved with the students or who have expertise in the area of concern. The parent is a full member of the team and must be invited to participate at all stages of the SIT process.

SIT Goals
The SIT process is data-driven. The goal of the SIT is to strengthen and support the student by developing and implementing strategies that are school-based or community-based, depending on the availability of resources, most likely to enhance the student's success.
- The SIT gains full understanding of the student's academic/school life that may be affecting the student's success.
- The SIT generates, selects, and implements effective strategies that will increase student success.

- The SIT manages fulfillment of the strategies identified in the joint decision-making process and should make changes to the strategies as often as necessary depending on the student's progress.

<u>Making a referral to the Student Intervention Team (SIT)</u>
Before a student is referred to the SIT, the following should have occurred:
- A problem is recognized.

- The teacher has discussed the problem with the parent and persons in individual roles such as the school guidance counselor, school social worker, school nurse and/or a person in the building who may be able to help.

- Interventions at Tiers 1 and 2 should have been <u>implemented with fidelity</u> by the teacher and the Collaborative Support Team (i.e., grade level teams, department level team and/or Professional Learning Community, when appropriate.)

If the concern is of an emergent nature, the appropriate school district personnel* will initiate interventions immediately. If the concern is not of an emergent nature, the student will be listed on the agenda for a Student Intervention Team Meeting and participants will be asked to bring all relevant information from the Collaborative Support Team and other pertinent data to the meeting for discussion.

*Appropriate school district personnel refer to the following staff.
- The **school guidance counselor** facilitates individual student planning and responsive services.

- The **school nurse** facilitates positive student responses to normal development; promotes health and safety; intervenes with actual and potential health problems; provides case management services; and actively collaborates with others to build student and family capacity for adaptation, self management, self advocacy, and learning.

- The **school social worker** provides assistance with attendance and truancy, behavioral concerns through social skills training, substance abuse, etc.

IMPORTANT

If at any time the Student Intervention Team (SIT) has sufficient evidence that the student has a disability; the team should determine whether an evaluation or 504 Plan is necessary. For students with obvious severe disabilities and/or crisis and for whom delay of referral to special education or other supplemental or support services would be detrimental to the student, the SIT may bypass implementation of interventions prior to the referral. The reason(s) for bypassing this process must be clearly documented in the SIT records. If this should occur, the Referral Review Team can elect to accept the referral and move to Special Education referral procedures or remand the case back to the SIT for corrective action.

If the student has an IEP and is experiencing a problem, Special Education Reevaluation or IEP procedures should be followed.

Student Intervention Team (SIT) meeting frequency

The SIT core members should meet weekly at a mutually agreed upon day and time. This day and time should be known to all school personnel in the event they are asked to be members of a student's SIT because they have particular expertise or information in the area(s) of concern. The SIT's schedule should, however, allow flexibility to accommodate a meeting that must be immediately scheduled to handle extremely urgent cases. These situations should be rare. The core SIT must remember that service provision to students must be on-going and interruptions to that service provision should be kept to a minimum.

The time and frequency at some sites may vary depending on the needs of the school. It is suggested that meetings alternate between mornings and afternoons so teachers may have the opportunity to schedule appointments during their planning period and to accommodate parental work schedules.

A student's case file should come before the SIT within five (5) days of case referral from the Collaborative Support Team Facilitator. Upon receipt, the School Guidance Counselor manages the case file for the SIT.

Some potential uses and outcomes of a SIT meeting
- To discuss strategies for dealing with students exhibiting learning or school adjustment problems
- To develop modifications and adaptations needed for general education teachers to address learning barriers
- To discuss problems of mutual concern with parents
- To offer structured support and assistance to teachers
- To reduce the number of inappropriate referrals for psychological-educational evaluation
- To employ group problem-solving processes to solve problems
- To provide shared ownership of a student problem
- To improve the coordination of efforts of teachers, administrators, parents and support services and special education staff
- To document interventions and meetings prior to referral for evaluation

Length of Student Intervention Team (SIT) intervention implementation
This depends on the specific problem. In most cases, 4-6 weeks of intervention is recommended. This is usually sufficient for determining whether the strategies and modifications will succeed. The team must then determine whether to continue with the same interventions, formulate new strategies, or explore other options. Some cases are of short duration, yet some at-risk students may be followed by the SIT for their entire school career.

Referring students for evaluation for special education consideration
The SIT can refer students for evaluation for special education consideration but only after several important decision criteria are met: 1) that reasonable classroom interventions of sufficient duration have been carefully attempted, without success; and 2) that the cause of the problem is suspected to be a disability that cannot be resolved without special education services.

Limited English Proficiency and the SIT
An ESOL student may be referred for any available, appropriate program, including services of the Student Intervention Team, with no time restrictions. When an ESOL student's case is considered by the SIT, the ESOL teacher must be a member of the team.

Parental consent for a SIT meeting
Although parents must be invited to all SIT meetings, they do not have to give consent for the SIT meeting to take place or to give consent for the SIT plan to be implemented. Every effort should be made, however, to help parents view the SIT process in a positive light and to understand that this process is not a special education placement.

GENERAL EDUCATION PROBLEM SOLVING

The Problem Solving Process

In making decisions, Student Intervention Teams will use the following approach:

❶ **Define the problem** –
When a concern is raised, the first step is to review the concern and attempt to identify the problem. The problem solving team should first review existing student data to determine specific problems. For example, a student should not be identified as simply having an academic or a behavior problem. The team should try to narrow the problem, based upon available data, to identify the deficit skill area(s) (e.g., phonemic awareness, problem solving skills, math calculations, vocabulary, reading comprehension or peer interactions, etc.).

❷ **Analyze the cause** –
Once the problem is defined, the decision making team needs to develop a hypothesis as to why the problem is occurring and continuing. This involves analyzing those variables that can be altered through interventions in order to find an instructional solution. This includes questions of fidelity, missing skills, motivational factors, or lack of exposure to the general curriculum. The team should focus on explanations of the problem that can be addressed through instruction. In addition to determining the cause of the problem, the team needs to consider the student's rate of learning. In doing this, the team reviews the student's learning trend (e.g., progress) in the areas identified by the decision making team. The team should also compare the student's progress to peers over time.

❸ **Develop a Goal** –
The purpose of the Intervention Planning Meeting is to develop an intervention that is effective in addressing the concern. The process requires the team to set a goal, choose an appropriate intervention and develop a plan for monitoring the progress of the intervention. The team writes a goal statement that is:
a) **S**pecific to a particular skill or behavior to be achieved
b) **M**easurable
c) **A**ttainable
d) **R**esults oriented
e) **T**ime-bound

❹ **Develop a plan** –
Once the problem has been analyzed, the team identifies interventions that will meet the student's needs. The team does this by developing a plan that includes: an implementation timeframe (e.g., 4 weeks, 6 weeks, or 8 weeks); the frequency of the interventions (how often the intervention will be provided and for how many minutes per week); who will provide the intervention (e.g. classroom teacher, Title I teacher, etc); and

a timeframe to evaluate the effectiveness of the intervention. The student's plan should outline the goal for progress.

> **Team Logistics:** A Student Intervention Team member records the goal, intervention plan, and plan for progress monitoring. A timeline including team member responsibilities is delineated. The plan should then be distributed to team members.

❺ **Develop a Plan to Monitor Progress** –
Progress monitoring is the assessment part of the intervention plan that is directly related to the goal. This plan includes frequent and on-going data collection. In order to determine if the intervention is working for a student in the identified goal area, the team must collect data through progress monitoring. <u>Data is gathered at regular intervals and graphed</u>. Four to six points are needed for decision making.

A student's expected progress or "aimline" is compared to his actual progress or "trendline". (See Figure 2). At the time of the Intervention Planning Meeting, the team sets a date for a follow-up meeting.

❻ **Implement the plan** –
Interventions must be implemented with fidelity. To ensure fidelity, qualified staff must deliver the interventions according to the prescribed process and prescribed timeframe. Schools will document their delivery of the interventions using multiple sources (e.g. observation notes, lesson plans and grade books, student work reflecting instructional elements and graphs of student progress, etc.).

❼ **Evaluate the plan** –
This step is key. At the follow-up meeting, the student's progress is reviewed. Graphed data is presented. The team analyzes the effectiveness of the intervention, the rate of progress the student demonstrated, and the level of support required for effective intervention. The team then develops future plans. Future plans may require no further action, additional work with the Student Intervention Team, or referral for other services.

Example of Using Trendlines to Make Decisions

Figure 1
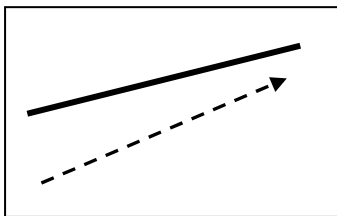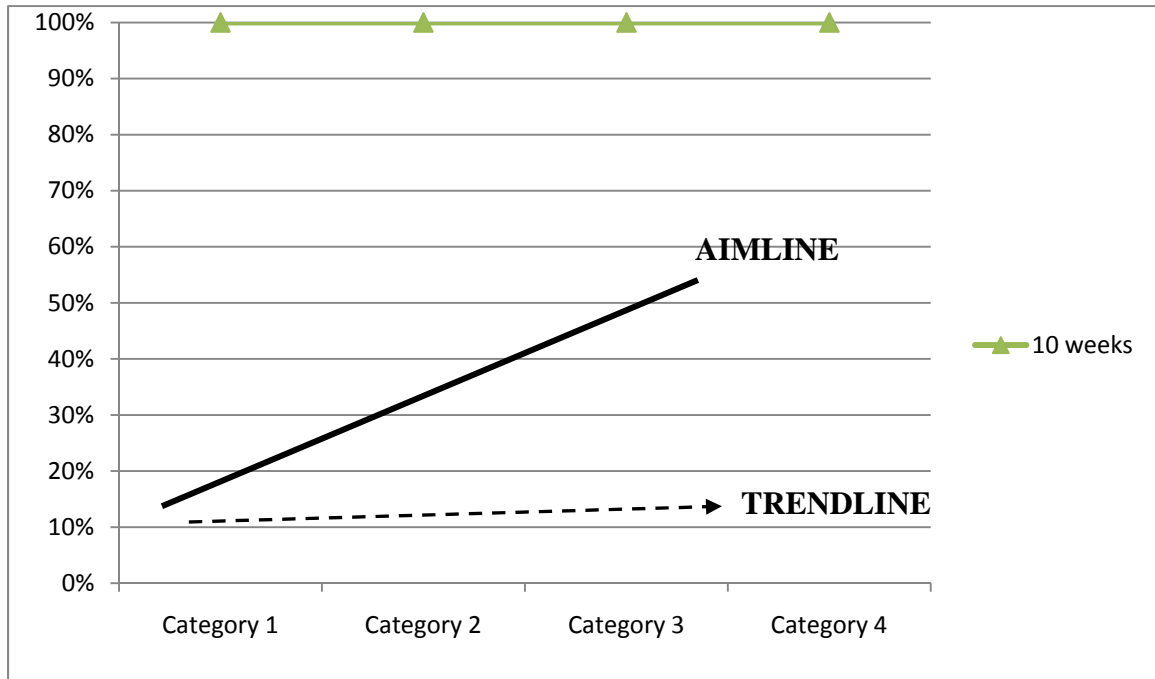
If the trendline will meet the aimline, continue the intervention.
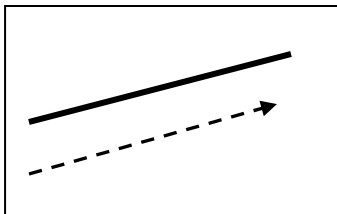
If the trendline and the aimline are the same, adjust the intervention.
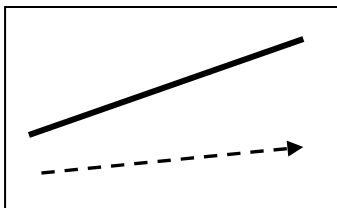
If the slope of the trendline is creating a larger gap, change the intervention.
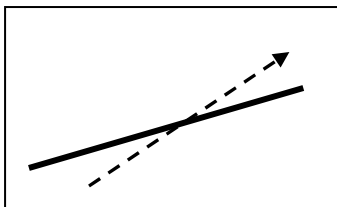
If the trendline crosses the aimline, change the goal.

STUDENT INTERVENTION TEAM
ROLES AND RESPONSIBILITIES

The Student Intervention Team (SIT) is comprised of a core group that anchors the team. Core members must have good communication skills and a solid working knowledge about a variety of supports (types of interventions, educational and community resources, etc.). The following personnel are **core members** of every SIT.

- School Administrator
- School Guidance Counselor (SIT Team Coordinator)
- Referring General Education Teacher
- School Psychologist/Psychological Examiner

The following individuals are considered *flex core members*, as their attendance is required at the initial SIT meeting, but may not be required at subsequent meetings.

- School Nurse
- School Social Worker

These staff members will review each submitted case at its general weekly meeting. They will collectively determine the additionally selected members of the student's SIT that will also attend the first meeting. The goal focus and the nature of the interventions provided for the student will determine the appropriate staff to provide information and expertise at subsequent SIT meetings.

The following staff persons are potential SIT members and are invited to participate based on the nature of the concerns. This list includes, but is not limited to:

- Teaching and Learning Facilitator
- Parent (should always be invited)
- Student, where appropriate
- Teacher with specific instructional expertise
- Itinerant Teacher of the Hearing Impaired
- Itinerant Teacher of the Visually Impaired
- Speech-Language Pathologist
- Special Education Teacher
- Occupational Therapist/Physical Therapist
- ESOL Representative
- Gifted
- Outside agency representatives involved with the student

Principal/Administrator
Role: School Instructional Leader
Responsibility:

- Takes responsibility for allocation of resources
- Monitors staff support/climate for successful intervention implementation
- Makes arrangements to allow SIT members to participate in the meetings
- Encourages parent involvement

School Guidance Counselor
Role: SIT Coordinator
Responsibility:
- Promotes positive behavior supports (PBS) and facilitates positive school climate
- Assists administration and staff to understand the familial, cultural and community components of students' response to instruction, learning and academic success
- Maintains a database that lists each student involved in the SIT process
- Maintains a case file for the student. The file should contain any documents brought to or developed at the SIT meeting
- Manages and monitors paperwork for completion and accuracy
- Collaborates with teachers to track documentation and schedule students for SIT meetings
- Conducts the SIT meeting if acting as meeting facilitator; manages the pacing of the meeting
- Ensures that information is documented
- Encourages parent involvement
- Assists with the development and implementation of school interventions to address social/emotional/behavioral growth as outlined in the guidance curriculum.
- Consults and collaborates with teachers to meet the needs of students in Tiers I, II and III with a specific focus on interventions in the areas of social/emotional/behavioral development.

School Nurse
Role: Personnel providing information or expertise
Responsibility:
- Monitors and provides data regarding the health and physical factors (e.g., vision, hearing and medical concerns) for students whose health may be impacting academic or behavioral success
- Suggests resources and ideas for obtaining assistance needed to address medical concerns

School Social Worker
Role: Personnel providing information or expertise
Responsibility:
- Serves as liaison with parent and outside agencies, when needed
- Gathers and provides information regarding social, medical, and developmental history, when needed

- Encourages parent involvement
- Assists with the development and implementation of school interventions to address social/emotional/behavioral growth as outlined in the guidance curriculum.
- Consults and collaborates with teachers to meet the needs of students in Tiers I, II and III with a specific focus on interventions in the areas of social/emotional/behavioral development.

School Psychologist/Psychological Examiner
Role: Case Liaison
Responsibility:
- Assists staff in interpreting data as a part of the on-going decision-making process
- Observes students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention and to collect response to intervention data
- Determines that problem-solving decisions are adequately supported by data
- Ensures problem solving model is followed
- Evaluates the student's relevant academic, behavioral, and mental health functioning
- Identifies team training needs and provide, or help the team obtain relevant training, (including training in applying progress monitoring procedures to decision-making)
- Consults and collaborates with teachers to meet the needs of students in Tiers I, II and III in the areas of both academic and social/emotional/behavioral development.

General Education Teacher
Role: Staff providing information or expertise
Responsibility:
- Seeks the expertise of the SIT due to academic or behavioral at-risk performance by a student in his/her class
- Identifies, implements, documents, and analyzes evidence-based academic and behavioral interventions
- Differentiates instruction for a diverse classroom
- Collaborates with other school personnel in data collection and analysis. All the student's teachers who share the identified concern(s) should participate in the planning, either in person or by supplying written information.

Teaching and Learning Facilitator or Teacher with Specific Instructional Expertise
Role: Personnel providing information or expertise
Responsibility:
- Helps to select, design, implement, and interpret universal school screening
- Participates in the design and delivery of professional development
- Supports colleagues through mentoring, coaching, modeling and close collaboration to provide consistency in reinforcing skills
- Provides expertise on appropriate interventions for identified needs

Parent
Role: Collaborative Partner
Responsibility:
- Provides pertinent information about their child's learning style, strengths and limitations, and history
- Shares their suggestions about what they think their child needs to work on at school
- Accesses appropriate community resources
- Collaborates with school personnel in reinforcing skills and implementing interventions at home

Student
Role: Self-Advocate
Responsibility:
- Indicates school activities he/she enjoys and would like to pursue
- Discusses his/her strengths and needs
- Shares concerns or questions
- Discusses strategies and supports that may be needed

FUNCTION ROLES WITHIN THE STUDENT INTERVENTION TEAM PROCESS

Meeting Facilitator
The meeting facilitator will be the school guidance counselor or if necessary, a member of the team who has the skill set necessary for facilitating efficient meetings. The meeting facilitator must have a strong working knowledge of the inquiry-based process, as well as effective facilitation skills which include keeping all individuals who attend the meeting informed and focused on developing an intervention plan, encouraging participation from others, helping redirect the dialogue if the discussion gets off task, and clarifying and summarizing information being communicated during the meeting. An important responsibility of the meeting facilitator is to establish and maintain a supportive and collaborative atmosphere. The meeting facilitator also attempts to resolve conflicts that may emerge during the meeting as well as to support team agreement when appropriate. Although this role may be challenging, it is a valued and imperative role in ensuring fidelity of the inquiry-based process.

Key expectations of Meeting Facilitator:
- Facilitate and focus meetings
- Maintain a collaborative atmosphere
- Resolve conflicts

Recorder - *This role should be assigned at the onset of the meeting.*
The recorder is responsible for completing the intervention plan at the SIT meeting along with recording meeting notes. The recorder is expected to capture the important information shared at the meeting as well as ensure that all areas of the intervention plan are addressed including: progress monitoring information, the Gap Analysis, and future meeting dates. The recorder may need to interrupt the meeting to ask for clarification and remind the team about components on the implementation plan. Some schools may utilize a computer during the meetings to immediately display the plan, which allows for greater understanding and awareness.

Key expectations of Recorder:
- Complete implementation plan
- Remind team about the implementation plan components
- Record meeting minutes

Time Keeper - *This role should be assigned at the onset of the meeting.*
The time keeper is essential in making certain that meeting times are respected. Because many decisions need to be made during meetings, the team must stay on task and always be cognizant

of time. The time keeper should monitor the team's use of time and remind the team when time is limited in each stage of the meeting.

Key expectations of Time Keeper:
- Monitor meeting time and remind team of time limits

Student Intervention Team Designated Consultant/Coach - *This role should be assigned at the onset of the meeting.*

The designated consultant can be *any member* from the team. The consultant's role is to support the classroom teacher throughout the inquiry-based process. This includes helping the teacher complete the necessary documentation forms for the SIT, assist the teacher in collecting student data before the initial inquiry-based meeting, as well as inform the teacher about the inquiry-based process. They may also need to connect with the family to gain the family's perception as well as pertinent information about the student's need.

Key expectations of Designated Consultant:
- Inform teacher about the inquiry-based process
- Support referring teacher throughout the process
- Help teacher complete documentation forms, if necessary
- Collect needed data prior to meeting
- Meet with referring teacher to define the gap prior to the meeting
- Communicate regularly with referring teacher
- Provide interventions, when appropriate
- Progress Monitor, when appropriate

Progress Monitor - *This role should be assigned at the onset of the meeting.*
Another vital component of the intervention plan is the individual responsible for progress monitoring. The progress monitor, first and foremost, must have an understanding of the progress monitoring tools available and the purposes for each tool. Training on graphing and Gap Analysis is expected for individuals identified as progress monitors. Progress monitors can include teachers, paraprofessionals, support personnel, etc. The progress monitor must also use a graphing system to visually demonstrate progress. The graph is expected to be a tool at the meetings for decision making. The person responsible for implementing the interventions is also responsible for maintaining data.

Key expectations of Progress Monitor:
- Monitor the intervention's progress as directed by implementation plan
- Communicate on a weekly basis with designated consultant and/or teacher
- Graph progress

Behavior and the Student Intervention Team

SELECTING AND IMPLEMENTING
BEHAVIOR INTERVENTIONS

The success of a behavior intervention depends on: 1) understanding why the student behaves in a certain way; and 2) replacing the inappropriate behavior with a more suitable behavior that serves the same function or results in the same outcome as the problem behavior. Intervention for problem behavior begins with looking beyond the misbehavior and uncovering the underlying causes of the misbehavior. The Student Intervention Team's (SIT) emphasis should be on building new skills rather than on simply eliminating undesirable behavior.

When designing behavior intervention plans, strategies, and supports, the SIT should develop interventions that…

- Teach more acceptable replacement behaviors that serve the same function as the inappropriate behavior, such as asking to be left alone or using conflict resolution skills, or alternative skills, such as self-management techniques, or coping strategies;

- Teach students to deal with the things that make the desired behavior more likely to occur, such as the physical arrangement of the classroom, management strategies, or seating arrangements;

- Manipulate the *antecedents* (the things that happen before the behavior occurs) to the desired behavior, such as teacher instructions or directions, or instructional materials;

- Manipulate *consequences* (the things that happen after the behavior occurs) of the desired behavior, such as immediate praise or feedback;

- Implement changes to the classroom curriculum and/or instructional strategies, for example, encouraging oral rather than written responses; and

- Begin interventions that offer reinforcement for appropriate behavior.

Data collection is essential to a successful outcome. Additionally, the value of student and parent involvement cannot be overlooked or underestimated.

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) & BEHAVIOR INTERVENTION PLAN (BIP)

Tier I & Tier II supports should have included intervention strategies for students who exhibit persistent problem behaviors <u>well before</u> the behaviors result in proposed disciplinary actions. Such strategies may have included a Functional Behavior Assessment (FBA) and/or a Behavior Intervention Plan (BIP).

Even if the file contains a BIP, the Student Intervention Team (SIT) must review the effectiveness of the previously implemented strategies and write a more in depth plan with likely, more frequent monitoring. Knowing what compels a student to engage in a particular behavior is integral to the development of effective interventions.

If the informal FBA was completed during Tier I or Tier II interventions, it should be among the already collected student data and evidence forms gathered by the classroom teacher. If it has not been done and the SIT requires one, a Licensed Practical Counselor (LPC) assigned to a particular school may conduct an informal FBA. If the school does not have an LPC, the school psychologist/psychological examiner may conduct the informal FBA. The SIT Coordinator should discuss this need with supervisors/managers of the school psychologists/psychological examiners and the school guidance counselors.

The parent should always be invited to be a member of the SIT and provide input for all intervention activities for their child.

NOTE: The following section is excerpted from the *Tiered Intervention in the Context of Behavior* section in the St. Louis Public Schools Response to Intervention Manual.

STEPS TO ADDRESSING BEHAVIORAL CONCERNS

1.   **Develop a Functional Behavior Assessment (FBA)**
     It is necessary to conduct a FBA when the recurring behavior of **ANY** student is a concern and significantly interferes with the student's learning. A **FBA** should be reviewed, and/or updated when considering the suspension of a student from educational services. (Forms can be obtained from the Guidance Counselor, SPED/504 Chairperson, Innovative Pathways office or Multiple Pathways Network in the Office of Innovation).

     A Functional Behavioral Assessment is generally considered to be a problem-solving process for addressing inappropriate/unacceptable behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help develop interventions to directly address the problem behavior (http://cecp.air.org/fba/default.asp)

     A Functional Behavior Assessment looks beyond the behavior itself. The focus, when conducting a functional behavioral assessment, is on identifying significant, pupil-specific social, affective, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of specific behaviors. This broader perspective offers a better understanding of the function or purpose associated with student behavior (http://cecp.air.org/fba/default.asp).

2.   **Develop a Behavior Intervention Plan (BIP)**
     A BIP should be developed based on data collected from the FBA. A Behavior Intervention Plan whose development is based on FBAs that establish an understanding of "why" a student misbehaves is extremely useful in addressing a wide range of problem behaviors (http://cecp.air.org/fba/default.asp).

3.   **Review the Behavior Intervention Plan, the Individual Education Plan (IEP), or the Individual Academic Plan (IAP) at the school's collaborative support team (grade level/department/PLC) or Student Intervention Teams meeting.**
     The appropriate Team should review the BIP to determine whether the plan is adequately addressing and/or helping to modify/eliminate the problem behavior. If the plan is not adequately addressing and/or modifying/eliminating the problem behavior, it should be revised to include other interventions that the team deems appropriate.

TIER III BEHAVIOR FLOW CHART

After obtaining written consent from parent, the teacher with support as requested PBS/Behavior team leader assigns student to a team member to facilitate the completion of the FBA and BIP.

If the student receives special education services, the student's caseload special education teacher will coordinate this process and the IEP team will develop the BIP. Parental consent is not required.

If team determines based on the referral concerns, that confidential information in the form of a social history is needed, the school social worker will complete this element.

Designated team member completes the baseline observation (using the scatterplot form) and the interviews (using the teacher, parent, and student interview forms).

Once all of the data has been collected, the team member summarizes the information using the Data Triangle Chart.

If after two weeks, student is not successful, ensure that the plan is being implemented as intended. If so, determine what modifications are needed. Continue to work through the tiered intervention until the student is on track to reach designated goals. If student continues to be unsuccessful refer to student review team for consideration of evaluation.

Team member schedules a meeting and invites all stakeholders (e.g., parent, teacher(s), student, administrator, support staff, outside agency representative, etc.) to develop the Behavior Intervention Plan (BIP).

Data is reviewed weekly to determine if modifications to the BIP are needed. After 9 weeks of success student is transitioned to Tier II or Tier I.

Team member collects observation data after BIP is in place to determine its effectiveness.

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Behavior Intervention Plan (BIP)

Student's Name _____ **Grade** _____

School _____ **Date** _____

Problem Behavior:

_____

Replacement Behavior:

_____

Specific Behavioral Objective	Interventions Supports:	Person(s) Responsible
_____ (student's name)	_____ _____	
Will: _____ _____ _____	Instructional Strategies: _____ _____ _____	Name:_____ Will: _____ _____ _____
Under these conditions: _____ _____ _____	Positive Reinforcers: _____ _____ _____	Name:_____ Will: _____ _____ _____
To meet these criteria: _____ _____ _____	Corrective Strategies: _____ _____ _____	Name:_____ Will: _____ _____ _____

Team will meet again to review intervention plan and observation data on: _____

Signatures: _____

                       _____

                       _____

                       _____

                       _____

                       _____

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Behavior Intervention Plan (BIP) (Sample)

Student's Name Jane Doe_____ **Grade** 7th_____

School East Boulevard Middle_____ **Date** 08/08/2009

Problem Behavior:
 Refuses to do written assignments when directed to do so by the teacher_____

Replacement Behavior:
Will begin working on written assignments when directed by the teacher and complete them_____

Specific Behavioral Objective	Interventions	Person(s) Responsible
_____Jane Doe_____ (student's name)	**Supports**: Help from Classroom Assistant_ Additional time_____	
Will: Begin assignment within two minutes_____ _____ _____	**Instructional Strategies:** Repeat directions_____ Provide an extra example_____ Review specific writing strategies	**Name:** Teachers_____ **Will:** Have classroom asst. provide help, give extra time, repeat directions, provide extra examples, award PBS points, verbal praise, and homework pass for assignment completion___ _____
Under these conditions: When given a verbal directive by the teacher_____ _____ _____	**Positive Reinforcers:** PBS points for Friday social activity; Verbal praise_____ Homework Pass_____ Home reward: extra allowance_	**Name**: Administrator_____ **Will:** Support reinforcers and corrective strategies _____ _____ _____
To meet these criteria: Improve from 10% assignment completion to 50% completion___	**Corrective Strategies:** Make up work before school___ Lunch Detention_____	**Name:** Parent_____ **Will:** Reward Jane with extra allowance when goal is

achieved_____

_____ | _____ |

_____

Team will meet again to review intervention plan and observation data on: __8/22/09_____

Signatures: _____
_____
_____
_____
_____
_____
_____
_____

ST. LOUIS PUBLIC SCHOOLS
Data Triangle Chart

Student: _____ Grade: _____ Dates: _____

Behavior of Concern:_____

Directions: Please summarize the data from the baseline observations, interviews and reinforcement survey in the designated areas below. Afterwards, answer the items following the chart.

Baseline Collection Dates 1st_____, 2nd _____ Reinforcement Survey _____

3rd _____

(Parent, Teacher, Student)
Name: _____ Date(s)_____

Hypothesis about the function of the behavior (what he/she gets, controls, or avoids as a consequence of the action):

_____
_____
_____

_____

_____

_____

_____

Deficits: Do you feel that the student cannot perform a skill or will not perform the skills which are resulting in the problem behavior (or both)?

_____

_____

_____

_____

_____

Interpretation Summary:

_____

_____

_____

_____

_____

ST. LOUIS PUBLIC SCHOOLS
Data Triangle Chart
(Sample)

Student: ____Jane Doe_____ Grade: ___7th__ Date: _____8/7/09_____

Behavior of Concern: Refuses to do classwork assignments when directed to do so by the teacher

Directions: Please summarize the data from the baseline observations, interviews and reinforcement survey in the designated areas below. Afterwards, answer the items following the chart.

Baseline Collection Dates 1st_8/4/09____, 2nd _8/5/09_____

3rd __8/6/09_____

Jane was observed looking around instead of writing her assigned essay. On average, Jane refused to comply with directives to begin writing five times during a 30 minute time interval.

Reinforcement Survey _____8/1/09_____

Jane wants to earn PBS points to attend the Friday social activity, a pass to skip one homework assignment, and extra allowance from her parent.

Baseline Data

Reinforcements

Source 1

Source 2

Source 3

Interview(s)

(Parent, Teacher, Student)
Name: _Ms. Smith (teacher), Jane Doe, Mrs. Doe_____ **Date(s)**_7/30, 7/31/,8/1_____

Ms. Smith stated that Jane participates well in discussions but refuses to do classwork. Mrs. Doe stated that Jane does not do her homework at home. Jane reported that she does not like to write because she use to get good grades before she had to do "all of this writing". She says she writes "too slow" and her written work makes her look "stupid".

Hypothesis about the function of the behavior (what he/she gets, controls, or avoids as a consequence of the action):

Jane avoids falling short of her own expectations and looking "stupid" by not doing her written

assignments

Deficits: Do you feel that the student cannot perform a skill or will not perform the skills which are resulting in the problem behavior (or both)?

Jane is demonstrating both a skill deficit (writing) and a performance deficit (she won't do it). She lacks the confidence to write in a timely manner and do so well. She may also have motor deficits.

Interpretation Summary:

Jane feels that she cannot express herself well in writing and achieve good grades. Thus, she'd rather fail from not trying than try and fail.

ST. LOUIS PUBLIC SCHOOLS

Scatter Plot Observation Form

Student: _____ Grade: _____ School: _____

Date(s): _____ Observer: _____

Target Behavior: _____

Circle One: Baseline Data or Intervention Data

Class/Setting	Time Interval	Day/Date _____	Day/Date _____	Day/Date _____	Day/Date _____	Day/Date _____
Daily Total of Incidents:						

Antecedent(s) What did you observe occurring right before the problematic behavior?
_____
_____
_____

Consequence(s) What did you observe occurring right after the problematic behavior?
_____
_____
_____

Setting Events (conditions/circumstances under which the target behavior occurred - influential factors):
_____

_____
_____

Times/Conditions during which the target behavior did <u>not</u> occur:

_____
_____
_____

Additional Observations/Comments:

_____
_____
_____
_____
_____
_____

ST. LOUIS PUBLIC SCHOOLS

Scatterplot Observation Form (Sample)

Student: _Jane Doe_____ Grade: __7th___ School: _East Boulevard Middle_

Date(s): _8/4/09, 8/5/09, 8/6/09_____ Observer: __Ms. Jones_____

Target Behavior: _Refusal to comply with teacher directive to complete written classwork assignments_____

Circle One: Baseline Data or Intervention Data

Class/Setting	Time Interval	Day/Date Mon. 8/4	Day/Date Tues. 8/5	Day/Date Wed. 8/6	Day/Date _____	Day/Date _____
ELA	8:00 – 8:30	1111	11111	111111		
Daily Total of Incidents:		4	5	6		

Antecedent(s) What did you observe occurring right before the problematic behavior?

Teacher directing student to start writing on the assigned journal topic_____

Consequence(s) What did you observe occurring right after the problematic behavior?

Teacher attending to something else and letting student sit there without doing the assignment until the next time she gives the directive_____

Setting Events (conditions/circumstances under which the target behavior occurred - influential factors):

English/Language arts class where students frequently do written compositions_____

Times/Conditions during which the target behavior did <u>not</u> occur:

<u>Math and P.E. where student does not have to do written compositions</u>_____

Additional Observations/Comments:

<u>Student participates in other class activities especially class discussions</u>_____

ATTENDANCE & BEHAVIOR CONTRACT

_____ is expected to follow
the behavior plan implemented by_____. This Behavior Plan
will positively address areas of attendance, behavior and academics. Behavioral incidents will be
classified according to minor, major or crisis behaviors.

Definitions:

Minor- Discipline incidents that can be handled by the teacher and does not warrant a discipline referral to the office. Any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner is a minor behavior.

Major- Discipline incidents that severely interfere with others safety and learning are of a threatening or harmful nature and/or are legal violations, warrant administrative intervention and are called major behaviors.

Crisis- Discipline incidents that require immediate response from administration, crisis team, entire staff, and/or community support.

You are expected to follow the STUDENT CODE OF CONDUCT and **ATTEND SCHOOL EVERY
DAY ALL DAY (THIS INCLUDES ATTENDING ALL SCHEDUELD CLASSES)**. If you are absent, you must
present written documentation to the school personnel stating the reason for the absence(s).
Violation of the above incidents will be addressed by the **OFFICE OF SCHOOL
MANAGEMENT-HEARING OFFICE** and recommendations will be made accordingly.

_____
Student's Signature

_____
Parent's Signature

_____
School Personnel Received By

_____
Date

**cc: School Principal @ _____
          School Social Work Specialist
          Student's File**

PERSISTENT, PROBLEMATIC BEHAVIORS

The Student Intervention Team (SIT) should closely monitor the interventions and intervene quickly if behaviors suggest intervention ineffectiveness. If three to four interventions over sufficient time have been tried <u>with fidelity</u>, and data reveals little gain toward the goal, the SIT should consider whether the student should be referred to special education. Chronic or escalating behaviors that persist despite appropriate SIT intervention efforts could signal the need for a referral to special education.

SIT members should consider whether they as individuals, or the team as a group, had knowledge that a student may be a student with a disability. If such knowledge was present, the student should be referred to special education according to established special education process and procedures.

If conditions outlined below exist, then individuals and/or the team would be **considered to have knowledge** that the student may be a student with a disability.
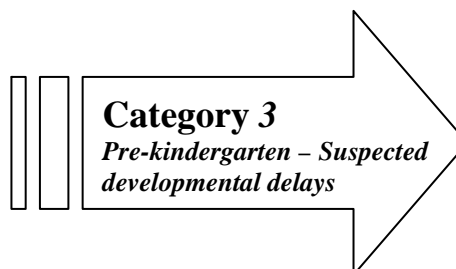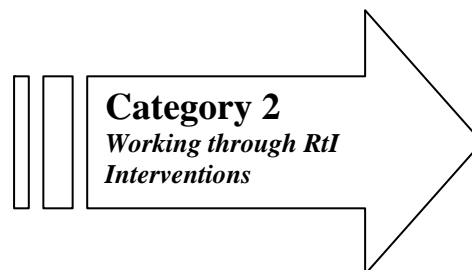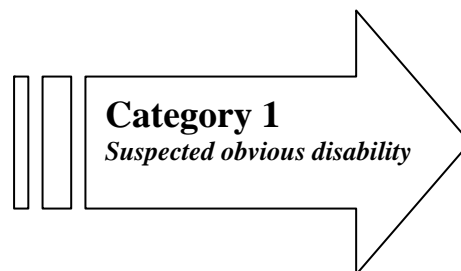
- **The student's parent previously expressed concerns that his/her child might have a disability and might be in need of special education and related services.**

  The parent might have expressed such concerns to an individual who serves on the school's SIT (such as a classroom teacher, principal or school counselor). The parent might have voiced this concern to the SIT as a group during a SIT meeting. In either case, it is important that school staff communicate with each other when such parental expressions of concern are made so that appropriate actions/responses can occur.

- **The parent has requested a referral to special education or has requested a special education evaluation, verbally or in writing.**

  Procedures for managing a parental request for evaluation should be followed expeditiously.

REFERRAL CATEGORIES

Category 1
Suspected obvious disability

Category 2
Working through RtI Interventions

Category 3
Pre-kindergarten – Suspected developmental delays

This information is excerpted from the Special Education Process and Procedures Manual and serves as an assist to the SIT in understanding SLPS referral categories.

Category 1
Suspected obvious disability

These students present indicators of an obvious disability (ies) that will not respond to regular education interventions. Obvious disabilities are usually suspected when a medical/outside report has been received that diagnoses a speech disorder (articulation/ phonology, voice and/or fluency), or severe to profound disability (e.g., Mental Retardation, deafness, blindness, Traumatic Brain Injury, severe Autism).

This category also includes students

1) Who may present behaviors that endanger themselves or affect the safety of others and those whose suspected disability is not documented by an outside report.

OR

2) whose obvious physical, sensory, social, or cognitive impairments significantly prevent meaningful participation in the general education environment.

Category 1 – Referrals for special education evaluation are made without prior implementation of interventions when the student has an obvious disability. **There must be significant and documented need for bypassing the SIT process.** The school psychologist/psychological examiner or speech pathologist/diagnostician (suspected Speech Only) will help determine if conditions meeting bypass requirements are present.

NOTE 1: For suspected Category 1 students, the Principal should **immediately** contact the appropriate Special Education Manager for possible immediate interim placement, the school psychologist/psychological examiner, and asks the School Guidance Counselor to initiate the collection of existing data.

NOTE 2: **For Speech Only,** the Principal does not need to consult with the Speech-Language, but should confer with the speech-language pathologist and ask the School Guidance Counselor to initiate the collection of existing data.

Category 2
*Working through RtI
Interventions*
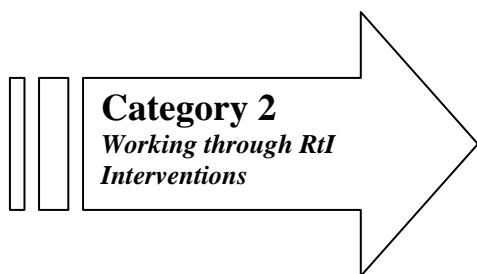
These students present difficulties in the school setting that could possibly be remediated by the use of research-based interventions.

Category 2 –   Referrals for special education evaluations are made when the student has failed to respond to appropriate research-based interventions.

> **NOTE:**   Regular education intervention activities that precede consideration of the need for a special education evaluation involve a minimum two (2) separate meetings. These meetings are scheduled in accordance with an individually determined timeline.

Category 3
*Pre-kindergarten – Suspected
developmental delays*
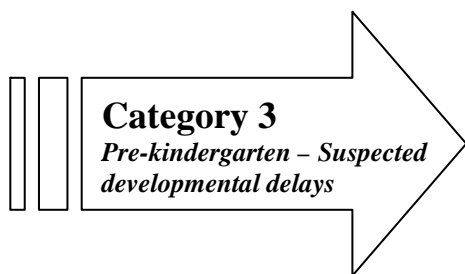
These students, ages 3, 4 and 5 years old, present indicators of a developmental delay.

> **NOTE:**   If students are receiving Part C services (i.e., First Steps) a transition meeting with First Steps providers must be held when the child reaches the age of 2 years, 6 months. This meeting is managed through the Early Childhood Special Education Department.

Early Childhood students can follow one of two paths in the SIT/Referral process.

1. Students who attend daycares, non-district preschools and Head Starts follow Category 1 procedures.

2. Students who attend a St. Louis Public School follow Category 2 procedures unless identified as a student with an obvious disability.

PROCEDURES FOR SIT REFERRALS
Category 2 Students &
Category 3 (Students attending SLPS Early Childhood sites)

PURPOSE: *When a student presents academic, behavioral, communication (language), cognitive, sensory or physical difficulties that could possibly be remediated by the use of research-based interventions…*

> **IMPORTANT**
> **See Roles and Responsibilities section of this manual for additional tasks required for SIT members.**

The Regular Education Teacher or
The Preschool Teacher
- Informs the parent of concerns and the intent to implement strategies in the classroom

- Implements interventions at Tiers I and II, <u>with fidelity</u> and confers with the school's Collaborative Support Team.

- Documents the student's response to the strategies and communicates the results to parents.

- Notifies the School Guidance Counselor that assistance is needed from the Student Intervention Team (SIT) if the classroom strategies have not been successful.

- Obtains/completes and immediately returns the following forms to the School Guidance Counselor
  - Student Data Profile, Section A, pages 1-4 –*At-Risk Student Referral Form*
  - Student Data Profile, Section B, pages 1-2 –*Teacher Input Form for Addressing Problem Behaviors,* when applicable

- Gathers the following applicable existing information for review at the first meeting of the SIT and brings copies to the meeting (see SDP-Section A, page 4)

  - Individual Academic Plan (IAP)
  - Class quizzes and tests
  - Record of out-of-school (OSS) <u>and</u> in-school (ISS) suspensions and other discipline forms
  - Attendance Records
  - Observations
  - Report card
  - Student work samples
  - Other pertinent SIS information
  - Appropriate anecdotal records, observation reports
  - Outside reports (behavioral, medical, psychiatric)
  - Any other pertinent information

- Confers with the School Guidance Counselor and the School Psychologist/Psychological Examiner to determine who should be included on the SIT based on concerns about the student

The School Guidance Counselor
- Serves as coordinator of the Student Intervention Team (SIT)

- Confers with the teacher and School Psychologist/Psychological Examiner to determine who should be included on the SIT based on concerns about the student

- Provides the appropriate SIT forms to SIT members

- Completes/Ensures that <u>all</u> documents are thoroughly completed during/after SIT meetings - This includes forms completed by the SIT meeting recorder if the recorder is not the Counselor)
  - *Student Intervention Team Plan*
  - *Student Intervention Team Meeting Summary*

  If the interventions are unsuccessful, these forms are completed with the School Psychologist/Psychological Examiner and Principal
  - *SPED-Referral Review*
  - *SPED-Referral for Initial Evaluation*

- Schedules SIT meetings and notifies all required participants

- Assists or arranges for an assist for the student in completing the *Student Intervention Team-Student Input Form*, if needed.

- Maintains all completed documents in the student's case folder at the school until the initial master file is complete

- Serves as a member of the Referral Review Team

The School Psychologist/Psychological Examiner
- Confers with the School Counselor and teacher to determine who should be included on the SIT based on concerns about the student

- Serves as a member of the Referral Review Team

- Enters data into the SIS on-line evaluation screen within three (3) days of completion

FIRST MEETING OF THE
STUDENT INTERVENTION TEAM

PURPOSE: *To select research-based interventions that will be implemented in the school setting and determine the timelines for implementation.*

> **The first meeting of the Student Intervention Team (SIT) should be held <u>within 5 days</u> of the referral.**

The Student Intervention Team (SIT)

- Reviews the teacher's concerns and pertinent data

- Solicits the parent's concerns

- Solicits the student's concerns

- Records decisions on the *Student Intervention Team Plan*
  - prioritizes the concerns
  - selects appropriate research-based interventions for classroom implementation/ determines the desired outcome
  - identifies the person responsible for the intervention(s)
  - determines the length of the implementation(s)
  - identifies any special materials, resources or training needed to implement the intervention effectively
  - determines the progress monitoring plan [method for data collection on the student's response(s) to intervention(s)].
  - determines a date(s) for the Progress Monitor, if not the teacher, to check in with the teacher about the intervention
  - records improvement status
  - determines intervention outcome

- Completes the *Student Intervention Team Meeting Summary*

- Designates someone to share meeting information with the parent, if not in attendance.

- Establishes a date for the next SIT meeting.

> **<u>REMINDER</u>**
> **The core members of the SIT determine expanded membership of the SIT, if needed, for the next meeting.**

COMPLETING THE
STUDENT INTERVENTION TEAM PLAN

1. Complete the student's **identification information** at the top of the page.

2. Describe the **concern**.   Be specific and provide as much detail as possible. The SIT may target more than one problem.   Enter the number of the concern on the line provided. Because the SIT has limited time available, it can realistically expect to create intervention plans for no more than one or two teacher concerns during a typical problem-solving meeting. The referring teacher presents the primary concerns about the student's academic and/or behavioral difficulties. Multiple concerns should be noted and prioritized.

3. Enter the **desired outcome**. The SIT should set a specific goal that the student is expected to reach in several weeks when the follow-up meeting is held. The Team is able to judge that an intervention is successful if, at the conclusion of the intervention, the student has achieved a pre-determined improvement goal. The goal should be written in measurable terms (see General Education Problem Solving).

4. Identify, by name and role, the **person responsible for implementing this intervention**.

5. Determine the **length of the intervention** and enter the beginning and ending dates. Four to six weeks can be considered. There is no formula for how long any intervention should last, especially if a student is making progress.

6. Identify, if any, **special instructional or behavioral materials/resources or training** needed for this intervention. The SIT should be cautious in selecting resources that have monetary implication without first discussing the need with the building principal. The SIT should not overlook expertise within the school as staff members can be a valuable resource if skill sets are identified.

7. Enter the **Progress Monitoring Plan**. Progress is monitored frequently to determine whether the intervention is successful in helping the student learn at an appropriate rate. Students receiving interventions are generally monitored every two weeks, but can be monitored more frequently or less often, based on the data collection plan developed by the SIT and the protocol of the intervention. The SIT must ensure that the teacher and other team members understand the elements of these plans and that each person with a role in carrying out the plan knows his or her responsibilities.

The practice of progress monitoring will most likely be unique from school to school as schools have various assessments and intervention strategies already in place. SIT progress monitoring may consist of weekly measures of comprehension and oral reading fluency. Progress monitoring for behavioral issues may consist of weekly review and data collection to monitor the effectiveness of a behavior intervention plan.

8. The success of an intervention depends on the fidelity in which the intervention is implemented. In most instances, the intervention implementer is responsible for their own data collection. The SIT may elect to assign the role of **Progress Monitor** to someone other than the intervention implementer (see Roles and Responsibilities). Whatever the decision, the progress of the intervention must be monitored as outlined in the Progress Monitoring Plan. The SIT should determine the dates on which a progress check will be made.
   NOTE: If this is the initial SIT meeting, the team will stop here at #8 as the intervention has not yet been implemented and therefore, decisions about progress or "next steps" cannot be determined. Numbers 9 and 10 are completed at subsequent SIT meetings.

9. Based on the collected data, **describe improvement** that has been observed. Supporting graphs and other documentation should be attached to the plan.

10. Enter the **Outcome Option** for this intervention. Check or enter required information on the line provided for the chosen intervention option, where applicable.

   There are four outcome options. They are:
   1 - Strategies were successful. Exit SIT interventions. Student remains in general education _____without the need for further intervention or with _____Tier I or Tier II interventions.

   2 -Progress is noted**.** Continue present intervention/services with no changes until next meeting date _____

   3 - Interventions minimally/not successful. Continue SIT and develop a new plan at next meeting date_____

   4 - Interventions exhausted. Refer to Referral Review Team to determine eligibility for special education. Disability suspected.

SUBSEQUENT
STUDENT INTERVENTION TEAM MEETING(S)

PURPOSE: *To make new decisions based on the student's response(s) to the selected interventions. This meeting may be repeated as often as necessary until the team is ready to make a final decision regarding SIT involvement.*

The Student Intervention Team (SIT)

- Reviews the documentation of the student's response to interventions

- Makes and records one (1) of the following decisions on the *Student Intervention Team Plan*
  - o **Exit** interventions. Strategies were successful.

  - o **Continue** the interventions if improvement is being seen and the student is on course to meet their designated goal but concerns have not been remediated.

  - o **Modify** the intervention(s) if a slight change in the intervention might improve the student's performance.

  - o **Change** the intervention(s) if there is no improvement

  - o **Cease** the intervention when
    - ➢ improvement has been documented and no further SIT interventions are necessary.
      Action: The SIT places the case file in the student's cumulative school record. The SIT can be dissolved.

    - ➢ improvement has been documented, no further SIT interventions are necessary, but the student requires transition support at Tier I or Tier II
      Action: The SIT returns the case file to the Collaborative Support Team Facilitator.

    - ➢ the targeted concern has been remediated and a different concern can now be addressed.
      Action: The SIT will select a new research-based intervention.

    - ➢ interventions have been exhausted and the student has not responded to research-based interventions.

Action: The SIT presents the case file including all pertinent documents to the Referral Review Team for consideration of a special education evaluation.

NOTE: If the Referral Review Team **accepts** the documentation as a legitimate referral, the Referral Review Team will proceed with the special education referral process.

If the Referral Review Team **rejects** the referral, it will be remanded to the SIT for corrective action.

COMPLETING THE
STUDENT INTERVENTION TEAM SUMMARY

1. Complete the student's **identification information** at the top of the page.

2. Enter the following **information**.
   o Date of meeting
   o Start and End Time
   o Meeting Location
   o Meeting Status
   If this is the first or a subsequent SIT meeting and the decision to discontinue SIT interventions has not yet been made, enter the meeting number on the line provided (e.g., #1, #2, #4, etc.)

   If this is the final SIT meeting based on a selected intervention outcome option, also check the line indicating *"This is the final SIT meeting"*.

3. Enter the **name and role** of each SIT member present. A SIT member may perform more than one role during a meeting. If the member assumes a function role (see Function Roles within the Student Intervention Team Process), the SIT member should enter their name and role next to the function role. (e.g., Jane Smith   Social Worker/Time Keeper)

4. Enter the **purpose** of the meeting.

5. Enter the **information** that was shared at this meeting.

6. Write the **goal statement** or the desired outcome for the student.

7. Summarize the **concerns** identified and discussed during the meeting.

8. Enter the team's **recommendations** following the meeting. This recommendation could include a referral to the school nurse or social worker to handle a social services matter. It could include a recommendation that the student join one of the school's service clubs to aid in enhancing socialization skills.

9. Enter the name of the person designated to **share the meeting results** with the parent if the parent could not attend the meeting. This summary should be provided to the parent.

10. Enter the decision or **outcome of the meeting** based on the review of the intervention. This will be the same information you selected on the Student Intervention Team Plan.

STOP

At this point, SIT activities have concluded. Please refer to the Special Education Process and Procedures Manual if the case was sent to the Referral Review Team to determine eligibility for special education.