School Based Support Team Guide
2015-16

Schenectady City School District

October 2015
School Based Support Team

The purpose of this guide is to answer the following:

- What is the School Based Support Team?
- What is the purpose of the team?
- Who is on it?
- What do they do?

What is the School Based Support Team?

Simply put, the School Based Support Team (SBST) provides support to teachers by recommending classroom based interventions for students who are struggling academically or behaviorally. The SBST’s mission is first and foremost about good teaching. It allows documentation of high quality instruction done by teachers with a student and it is also about using resources wisely. The outcome of an SBST meeting is the development of an Instructional Support Plan (ISP) for general education students who are struggling academically or behaviorally. The ISP should be viewed as the same as an IEP for special education students.

“Instead of diagnosing the learner, we begin by diagnosing the instruction. We identify flaws in the instruction and correct them”.

Engelmann & Carnine

What is the Purpose of the Team?

The primary purpose of the School Based Support Team is to ensure all students are given the opportunity to be successful in the general education classroom by providing a structured support system for teachers and parents when students are experiencing difficulties. The SBST is a ‘school-based’, ‘solution-finding’ group that provides a forum for dialogue on the specific needs of students by parents, teachers, and other professionals. The focus of the SBST is to improve student learning and behavior. It is a collaborative problem-solving approach to increase teacher effectiveness and support students who are difficult to teach. Bringing a group of educators together to share their expertise and problem solve is a powerful thing!
The responsibility of the School Based Support Team (SBST) is to improve classroom instruction for struggling learners by:

- Designing appropriate classroom instructional interventions
- Designing an individual Instructional Support Plan (ISP) for the struggling student
- Monitoring instructional fidelity and implementation of the plan through the collection of data
- Analyzing and interpreting the data
- Identifying possible reasons for non-responsiveness to intervention
- Monitoring intervention effectiveness and student progress

**Important Shift in Thinking about the School Based Support Team**

There are a number of myths about the role and expected outcomes of School Based Support Teams, including the following:

- The best way to help struggling students is to provide extra services.
- Teachers already know how to teach literacy so when they think a student needs help it should come from a specialist.
- This student does not “fit” into the classroom, academically and/or behaviorally.
- All students who struggle should be evaluated for special education.
- We know more than the parent knows about how to change behavior.
- The students who is oppositional defiant should go directly to a smaller class.
- We need to get his/her behavior under control before teaching can happen.

There is an important shift in the thinking about the SBST. SBST is not an exercise that teachers must go through to get extra help for students. The SBST brings the expertise of all the members of the Team to examine the needs of struggling students and, most importantly, to develop a collaborative plan to improve academic or behavioral outcomes.

The following summarizes this shift by Intervention Tier:

**Tier 1** Interventions are focused on classroom instruction, not on “extra services.” The SBST meeting outcome is an Instructional Support Plan (ISP). The SBST reviews the data on the academic or behavioral areas where the student is struggling. The Team also identifies the student’s strengths. The ISP identifies the recommended changes for classroom instruction or behavioral management. Monitoring of these recommendations is agreed upon and another date is established to review the ISP.

**Tier 2** Interventions are focused on the progress monitoring of the Instructional Support Plan (ISP). The ISP is used to monitor progress and identify the need for deeper classroom interventions. Tier 2 is where the SBST develops diagnostic questions and may recommend deeper interventions or classroom assessments such as Fountas & Pinnel, running records or formative assessments in specific areas.

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1 See *Explicit Instruction: Effective and Efficient Teaching* by Archer and Hughes. Copies are available in every building.
Tier 3 occurs when the SBST has determined and documented that, even with explicit, systematic, direct instruction or behavioral interventions, the student continues to struggle. The SBST then requests that the principal make a referral for an evaluation.

“General education teachers are teachers of all students. They are responsible for and expected to modify their instruction and curriculum to meet the needs of all learners.”

SCSD Blue Book 2014-15

Who should serve on the School Based Support Team?

Core SBST Membership
- Psychologist (Chairperson)
- Parent (Parents play a primary role on this team)
- Principal or designee
- General Education Teacher (Teacher with instructional and classroom management expertise)
- Social Worker
- Referring teacher
- Instructional Coach (CIC, Instructional Supervisor, Instructional Dean)
- School Counselor (Middle and High School Levels)

Other Members (as needed)
- Intervention Specialist
- Behavior Specialist
- Reading Teacher
- Special Education Teacher
- Speech Therapist/OT/PT
- ESL Teacher
- Community Providers, as appropriate

The SBST is facilitated by the school psychologist but each team member takes an active role in the preparation and facilitation of the meetings. Records of each student discussed are kept with the School Psychologist who keeps track of the Instructional Support Plans (ISP) and the Team determines the dates for student review of progress. The SBST continues to meet for review of student progress until support is no longer needed by the student as determined by adequate progress or the student has been identified as needing an evaluation to determine if a disability is present.

There are several misconceptions regarding the function and purpose of the SBST. The SBST is a collaborative relationship among school staff focused on data collection, early intervention and problem solving. The SBST is not a direct link to intervention by related service providers or special education identification and services for every student who did not reach benchmark. The chart on the following page summarizes the steps in the SBST process.
School Based Support Team Flowchart

**Tier 1** Student is in need of assistance - problem noted in a skill, production, and/or behavior. There is a difference between expected and actual student performance or behavior. Identification of a performance gap – Review of student data from assessments, school records, parent input, etc. Development of an Instructional Support Plan (ISP). Implementation of strategies and progress monitoring.

![Decision Node]

- Adequate Progress?

  **YES**

  **Tier 2** Review of the Tier 1 outcome data – Validation or re-definition of the problem – Identification of evidence-based targeted interventions – Implementation and evaluation of interventions with SBST support – Communication with parents on progress and intervention planned.

  ![Decision Node]

  - Adequate Progress?

    **YES**

    **Tier 3** Involvement of additional members of the SBST team – In-depth analysis of the problem by SBST team – Participation of team members in frequent ongoing monitoring of interventions and modifications made as necessary.

    ![Decision Node]

    - Adequate Progress?

      **NO**

      Consider need for referral to CSE for a comprehensive evaluation

      **YES**

      Student progress is monitored.

**NO**
**Team Member Roles**

**School Psychologist:** The team leader or coordinator oversees all planning and organizational activities such as receiving requests, assigning a case liaison, scheduling meeting times and communicating with other Core Team members. In addition, the coordinator may also facilitate the meetings, articulating the agenda, anticipated outcomes, and timelines. A form is available in the appendix of this guide that will assist with the facilitation of the meeting that provides some guiding questions that will help structure the discussions.

**Case Liaison:** When a request is received, a case liaison is assigned by the principal. This individual may be the building’s instructional coach, intervention specialist, reading teacher, or social worker, depending on whether the student is struggling academically or behaviorally. The case liaison is responsible for:
- Consulting with the requesting teacher to pinpoint the problem prior to the SBST meeting;
- Helping the teacher identify the appropriate data that will be shared with the SBST;
- Observing the student if needed;
- Supporting the requesting teacher at the meeting;
- Helping to develop the ISP at the meeting; and
- Following up with the teacher on the implementation of the ISP.

**Recorder(s):** One team member is assigned the task of documenting the key meeting discussion points, decisions, responsibilities, and time frames for conducting the interventions. Recording the Instructional Support Plan is essential. There is a form provided in the appendix of this guide for documenting the discussion at this meeting.

**The Problem-Solving Process**

A consistent, step-by-step problem-solving process is a critical component of the SBST process. This approach helps to ensure that all factors (curriculum, pedagogy, school/classroom environment, expectations, and the learner) have been thoroughly examined to inform modifications to instruction and/or intervention. It keeps people focused over time on key challenges and generates deeper learning about how to address these challenges.

At its heart, the Problem-Solving Process is not a technical process. Rather, its purpose is to create space for critical reflection, questions, dialogue, meaning-making and action. Being open to what you don’t (yet) know, experimenting intentionally and reflecting on what happens. It builds in authentic accountability to your school community for the work and eventually it becomes habit. There are a series of *Guiding Questions* in the Appendix that will help the Team discussion.
Consistent application of a five-step problem-solving process: The problem-solving process can help teams use data at each tier to determine problems to be addressed and to establish consistent procedures to analyze and develop solutions. The steps of the problem-solving process include the following:

- Problem Identification—using data to identify and define problem behaviors
- Problem Analysis—using data to hypothesize why the problem behavior identified is occurring
- Intervention Design—developing and implementing evidence-based behavioral supports and interventions that match the hypothesis
- Response to Instruction/Intervention—using data to determine the effectiveness of the supports and to decide next steps
- Plan Evaluation—determining if progress is being made toward intervention goal

Why Problem-Solve?
The purpose of the Problem-Solving Process is to strategically match academic, behavioral/social emotional, and/or attendance instruction/intervention strategies to student need; thereby increasing the probability of success. While this concept is easy to understand, it will require a considerable amount of consensus building and team collaboration. It is work that honors the teaching practice and is dependent upon the belief that all students can and will learn given the right conditions. The Problem-Solving Process contains the five steps listed above.

Characteristics of Effective Teams

There are significant benefits, though, especially when a team functions well. For instance, collaborative or social learning is well known to improve the quality of learning. Sharing or contesting ideas and knowledge promotes deeper understanding, and working in a team requires and develops a broader range of skills than individual assignments. More can be achieved through teamwork in a shorter timeframe and at a higher quality if the team works well together. These guidelines summarize the characteristics of effective teams and suggest an approach to achieving a cohesive and successful approach.

- Contribute to climate of mutual respect, trust, and support
- Commitment to being open and genuine in their communication and to goals of collaborative teaming
- Believe in creative problem-solving process
- Commitment to problem resolution
- Refrain from “admiring the problem” (spending an excessive amount of time talking about how bad a situation is)
- Willing to put in extra time and effort
- Aware of and willing to assume various team roles
- Always prepared with data

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2 If you want assistance with building your team, contact the PPS Office and we will facilitate your team building.
Collaborative problem solving allows teachers, students, parents and other school professionals to maximize success experiences and build skills. Of course, the all-important bottom line for successful collaboration is that students learn.

Procedure for School Based Support Team

1. If a teacher has an academic or behavioral concern the teacher will start the process by analyzing their core instruction/classroom management plan, making changes or adaptations to the Core Instruction to meet the needs of the student based on data. If student does not respond to the changes or adaptations in the Core then teacher will contact the school psychologist to request a referral to the SBST for the problem solving process.

2. The principal will identify a case liaison to work with the teacher to identify how the Core Curriculum was differentiated to meet individual student needs in small group Instruction. The teacher will work with the case liaison to gather the instructional or behavioral data that will be discussed by the SBST.

3. The SBST team, along with the parent, will meet with the referring teacher to discuss the analysis of the Tier I Core Instruction, which includes looking at the classroom data as compared to student’s current level of performance, to determine appropriate Tier 2 interventions and supports. The team suggests research-based intervention strategies to help correct the difficulties. The primary function of the team is to develop an Intervention Support Plan based on data and student needs and determine the progress monitoring data that will be used to monitor the plan. Teacher will leave with an appropriate Tier 2 intervention plan with a follow up meeting date. *Important: If the student has an obvious disability or is in obvious crisis, the team should not delay in making a referral for a multidisciplinary evaluation to consider the possible need for special education. This process may be repeated depending on the student’s response to the interventions.

4. A follow up meeting (about 4-6 weeks) will be scheduled to track progress of the interventions/supports outlined in the Tier 2 ISP. If the review demonstrates that the response to this intervention was unsuccessful the team will problem solve and develop a new intervention. A follow up meeting will be scheduled (about 4-6 weeks) to review new Tier 3 ISP. *The primary difference between Tier II and Tier III interventions involves the intensity and/or individualization of the intervention.* Progress monitoring should be more frequent in Tier III than in Tier II. A follow up meeting date will be scheduled 4-6 weeks to review plan.

5. If the student is not successful with Tier III Intervention Plan the School Based Support Team, along with the parent, will discuss the possibility of a referral to the Committee on Special Education. *Important: Parents have the right to make a referral to the Committee on Special Education (CSE) at any time during this process.*
A Three-Tiered Model for School Based Support Teams

Tier I Interventions

General education classrooms are the first and most critical tier of “intervention” in the three-tiered model. High-quality curriculum and instruction in general education, together with a positive school climate and a continuum of social-emotional learning and behavioral supports, prevent learning and social/behavioral difficulties for many students. Differentiation of instruction is essential to address the wide range of achievement levels, as well as behavioral and social-emotional needs that can be found in any classroom. Differentiation of instruction is an approach to teaching that emphasizes ways to meet the varying needs of a group of students within the general education setting, rather than reliance on a “one size fits all” approach that expects all students to accommodate a single style of teaching. The use of flexible small groups can help in this differentiation, with various groupings providing opportunities for additional practice or explicit instruction in specific areas.

For example, a sixth-grade math teacher might have one small group for students who need additional work on fraction computations, another group for students who need additional work on problem-solving, and yet another group for estimation. Individual students might move from one group to another over time, as their specific instructional needs change, and the teacher might adjust the focus of different groups depending on changes in students’ needs. A large-group or whole-class format still can be employed for other parts of the math instructional block.

Furthermore, flexible grouping can be used to address not only the needs of students experiencing difficulties, but also those of high-achieving students who are ready to move on to a more complex skill or to explore a particular mathematical topic in more depth than is usually provided by the curriculum. Teachers’ access to appropriate materials is vital to their ability to differentiate instruction. For example, in reading, teachers must be able to ensure students are reading from texts that are matched to their levels of reading ability during daily instruction. This matching requires access to texts written at a wide array of levels, because even in the earliest grades, there is great

The Role of Related Service Providers in Tiers 1, 2 and 3

Related service providers such as speech therapists, occupational therapists, physical therapists and social workers each have roles in Tiers 1, 2 and 3.

In Tier 1, their role is primarily consultation to the classroom teacher and parents.

In Tier 2 the role may be informal. For example a speech therapist may add a student with articulation errors to an existing group for 3 weeks to determine if the student is stimulable on specific sounds.

Examples of Tier 1, 2 and 3 for related service providers are in the Appendix.

Please note that related service providers cannot conduct stand-alone evaluations as part of Tier 2.
variability in students’ reading achievement; a typical second grade classroom might contain some students who are emergent readers and others who are reading at a fifth grade level or even higher. At the secondary level, individual differences in students’ reading achievement vary even more than in the primary grades and also impact performance in a wide range of content areas, necessitating texts written at a variety of levels in many subjects.

The best intervention is high quality, evidence-based, and data-informed Tier 1 instruction.

Tier 2 Interventions

Students continue to take all Tier I assessments and required additional assessments in Tier II. In particular, defining and pinpointing a student’s area of need may require additional diagnostic assessments beyond the universal common assessments used as benchmarks and/or formative assessments in Tier I. For example, at the middle school or high school levels, poor reading comprehension can revolve around several different underlying patterns of difficulty including poor word decoding (phonics) skills, poor vocabulary and language comprehension, poor reading fluency, or weaknesses in all of these areas. Assessment of these underlying component reading abilities often will be necessary to identify the student’s targeted focus area for improvement and determine an appropriate intervention. A key feature of Tier 2 is that progress monitoring is more frequent (e.g., weekly or biweekly) than in Tier I. Therefore, the assessment selected must not only target the student’s area of need, but must also be relatively quick, in order not to consume an inordinate proportion of the intervention time.

Approaches to monitoring students’ progress should take into account not only students’ levels of performance (i.e., how far behind they are compared to peers) but also their rates of improvement (slope) with intervention. Interventions should not remain unchanged for an entire intervention period if the trend in the progress monitoring data clearly indicates inadequate improvement. After changes to the intervention or the use of other interventions, if substantial improvement still has not occurred at the culmination of the intervention period, the team must seek to determine why the child is making limited or no growth. At this time, it may be decided to administer additional diagnostic assessments to further intensify intervention. A chart of the summary of essential features of Tier II interventions can be found on the following page.

Tier 3 Interventions

For students making inadequate progress with Tier 2 interventions, intensification of intervention should be considered. Educators also may consider different, more specialized interventions in some cases. The primary difference between Tier 2 and Tier 3 interventions involves the intensity and/or individualization of the intervention.
Greater intensity of intervention can be achieved with a smaller teacher-student ratio (e.g., no more than one teacher to three students), a longer duration of instruction (e.g., an hour daily versus 30-45 minutes three to four times per week in Tier 2), and more frequent progress monitoring. More individualized treatments would include highly explicit, systematic interventions closely targeting the needs of individual students at the students’ current levels of functioning or individualized, function-based support plans for students with social emotional or behavioral difficulties. Students exhibiting social/behavioral challenges who have not responded to Tier I and Tier II efforts also may require more comprehensive intervention plans, such as those involving school personnel’s collaboration with other agencies and/or professional staff. Implementing these kinds of intensive, individualized interventions requires an especially high degree of expertise on the part of the teacher.

Tier 3 interventionists may include general educators as well as specialists. Like Tier 2 interventions, Tier 3 interventions are short term, supplemental to core classroom instruction, and remain part of the general education system. Furthermore, as in the case of Tier 2, all Tier 3 interventions should be research-based to the greatest extent possible; and if it appears that a student is making little to no progress during the treatment period, the teacher support/intervention team must reconvene to see if changes to the intervention, or different interventions, are necessary prior to the end of the treatment period.

Tier 3 is where evaluations are considered and parental consent is sought for evaluations that range from psychoeducational assessments (review of records or cognitive testing, a social history, speech or language assessment, OT assessment, or FBA). Since parents are given their parental rights at the time of the consent, the evaluation must result in a meeting of the CSE. It does not mean that the student is being referred for special education. The possible outcomes of the meeting could include a deeper understanding of what other interventions might be implemented with continuous progress monitoring; a 504 Plan for accommodations or CSE determination of eligibility for special education.

Most often, the concern of the SBST at this level is the possible presence of a learning disability. Tier 1 and Tier 2 interventions are not barriers to a special education referral. These interventions prevent inappropriate referrals to special education. The following definition provides clarity.

**Interventions for Behavior**

Intervention strategies can be applied to student’s social behavior, as well as to academic achievement. The core principles remain the same regardless of the problem solving target. This approach is based on two main components:

- Continual application of a structured problem-solving process;
- Reliance on an integrated data system that is used to inform problem solving.

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3 See *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students* by Minahan and Rappaport. Principals, psychologists or social workers should have copies.
Why is it so important to focus on teaching positive social behaviors?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important part of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

**Tier 1 Interventions**

A system-wide positive behavior support in schools consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of problem behavior. For example, to prevent injuries to students caused by running in hallways, schools may establish and teach the rule, “walk in the hallways,” create a routine in which staff station themselves in the hallways during transition times to supervise the movement of pupils; or alter the physical arrangement, such as making sure that an adult is with any group of students when they are in the hallways.

**Tier 2 Interventions**

Tier 2 Supports are designed to provide additional or targeted interventions to support students are not responding positively the Tier 1. Common Tier 2 support practices involve small groups of students or simple individualized intervention strategies. Specific supports include practices such as “teaching prosocial skills in classrooms⁴,” “social skills club,” “check in/check out” and individual behavior contracts if your Tier 1 classroom plan is not working for the student. A behavior specialist may provide classroom consultation services in Tier 2.

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⁴ Social workers have copies of *Skill streaming* which is a prosocial curriculum.
Examples of Tier 2 interventions from related service providers are not the result of an evaluation. They may come from screening or formative assessments. For example, the SBST may choose to check in in November on the students the speech therapist has screened in September to see if they are making progress. This is an informal meeting of the SBST. If the speech therapist believes that an informal formative assessment may provide valuable information to the SBST, the therapist may add a student to an already existing group for a few weeks to gather data. Graphics describing these informal assessments and data gathering for speech therapists, social workers and OT/PT are in the Appendix.

**Tier 3**

The design and implementation of individualized supports are best executed when they are conducted in a comprehensive and collaborative manner. The process should include the individual with behavioral challenges and people who know him/her best all working together as a team. Support should be tailored to a student’s specific needs and circumstances. It should involve a comprehensive approach to understanding and intervening with the behavior. Tier 3 should also meet the behavioral needs of students with the most intense and/or persistent problems in the most effective and efficient manner and in the least restrictive setting possible. Tier 3 supports can be provided at different levels of intensity, depending on the student’s level of need.

Students with less intensive or frequent behavior problems may benefit from a simplified consultation process between the teacher and the building or district behavior specialist, during which information is collected and can then be brought to the SBST.

**When is a Tier 3 behavior plan (non FBA/BIP) needed?**

Students with more intense behavior problems, or a continued poor response to intervention developed through a brief consultation, may be supported through a more comprehensive process that includes a structured consultation with the student’s teachers, which gathers specific information for a detailed analysis of behavior and the development of a more targeted Instructional Support (ISP) behavior plan. In order for this process to be most effective, behavior support specialists may need to have a more involved role in training and coaching teachers and other school personnel in the individualized interventions, assessing whether the interventions are being implemented as planned, and assessing whether the interventions match the context of the school and classroom so that they are likely to be implemented after direct consultation and coaching are discontinued.

When a student has not responded to Tier 1 and 2 interventions for behavior, it may be identified that a student is in need of an ISP behavior plan. ISP behavior plans can be developed by behavior specialists, school psychologists, social workers, or special education teachers. Developing an ISP behavior plan requires observation of the targeted behavior and

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5 See the FBA/BIP website for information.
collaboratively forming hypotheses about why the behavior is occurring, considering environmental factors, academic or social demands, and outside factors, as well as data collection about when and how often these behaviors occur and to what degree. An Instructional Support behavior plan should be comprised of individualized intervention strategies to improve behavior and should include methods of progress monitoring. In some cases, the plan may also include emergency procedures (Crisis Intervention Plan) to ensure safety and rapid de-escalation of severe episodes (this is required when the target behavior is dangerous to the student or others), or major ecological changes, in cases where more substantive environmental changes are needed. However, this action should occur only after Tier 3 interventions have been attempted and have been proven ineffective.

A Functional Behavioral Assessment (FBA)\(^6\) is a comprehensive evaluation that should only be requested when it is decided that a CSE referral must be made. An FBA investigates why a behavior is occurring in more detail and results in the development of a behavior implementation plan (BIP) that includes more intensive research-based interventions, closer and more detailed progress monitoring, and more staff time and resources dedicated to problem solving for individual students. The development of an FBA and BIP requires parental consent for evaluation, so an FBA should only be requested when it is decided that the team requires in depth evaluative information that includes a social history, classroom observation, psychoeducational evaluation (cognitive testing or review of records). \textit{Since parents are given their parental rights at the time of the consent, the evaluation must result in a meeting of the CSE. It does not mean that the student is being referred for special education. The possible outcomes of the meeting could include a deeper understanding of what other interventions might be implemented with continuous progress monitoring; a 504 Plan for accommodations or CSE determination of eligibility for special education.}

The BIP should be comprised of individualized, assessment-based intervention strategies, including a wide range of options such as: (1) guidance or instruction for the student to use new skills as a replacement for problem behaviors, (2) some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) procedures for monitoring, evaluating, and reassessing of the plan as necessary.

\textbf{Referral for Evaluation}

The SBST may determine that after the ISP has been implemented and progress monitoring has indicated little or no improvement, either academically or behaviorally, a referral for an evaluation by the Committee on Special Education (CSE) is indicated. \(^7\)

The CSE referral must be discussed with the PPS administrator assigned to the building and with the principal. The principal makes the referral. Consent for evaluation will be obtained by the psychologist after the discussion with the PPS administrator.

\(^6\) For more information, go to the Behavior Specialist Website or contact the Behavior Specialist assigned to your school.

\(^7\) The psychologist facilitates the referral to the CSE.
A parent\textsuperscript{8} may make a request for an evaluation at any time, however, the information gathered during the SBST process provides the background information on the student’s needs, strengths and the results of interventions that is essential to the evaluation process.

**Documentation**

*School Based Support Meeting Checklist:* There are two forms that are used for each student who is referred and discussed by the SBST. The first form is the *School Based Support Meeting Checklist*. This Checklist serves as the sign-in sheet for the each meeting, the checklist for major milestones in the process and is used to document action steps that result from the discussion. *Instructional Support Plan.* This form is in Appendix.

*Instructional Support Plan (ISP)* The second form is the *Instructional Support Plan (ISP)*\textsuperscript{9}. The ISP is the outcome for every SBST meeting. It is where the Team documents:

- Data sources that document the needs of the struggling student;
- Summarizes the analysis of the data;\textsuperscript{10}
- Identifies the interventions that will address the student’s needs, and
- Progress monitoring.

The *Instructional Support Plan* is a WORD form document that is able to capture multiple SBST meetings, interventions and progress monitoring. The ISP is located in the Appendix and is in the shared drive under Pupil Personnel Services – SBST.

**Implementation of SBST Guidelines**

PPS administrators will be providing training in each building for the SBST Teams in October.

\textsuperscript{8} See the procedure for *Parent Referral for Evaluation* in the shared drive.

\textsuperscript{9} The case liaison is responsible for consulting with the requesting teacher to pinpoint the problem and helping the teacher identify the appropriate data that will be shared with the SBST. Tier 1 data could include for example AIMSWEB, ELSA, STAR data, Phonics assessments, behavioral data, grades, interim assessments.

\textsuperscript{10} See the “Reading Intervention Guide, Volume 1: If This...” for assessments.

\textsuperscript{11} See the “Reading Intervention Guide, Volume 2: Then This...” for ideas on interventions. Other resources are available in the Teacher Toolkit Icon on your computer.
Appendix

Appendix A: School Based Meeting Team Checklist
Appendix B: Guiding Questions to Facilitate SBST Meeting
Appendix C: Intervention Support Plan
Appendix D: Social Work/Counseling SBST Tier Model
Appendix E: OT/PT SBST Tier
Appendix F: Speech-Language SBST Tier
School Based Support Meeting Checklist

Student ____________________ DOB _________ Grade __________ Student ID __________
Date: ___________ Building: __________________________

(Directions: Please check whether the component was present or absent during the SBST Meeting)

<table>
<thead>
<tr>
<th>Team Attendance (Required)</th>
<th>Sign In</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychologist (Chairperson)</td>
<td></td>
<td></td>
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<tr>
<td>Administrator or designee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher with Instructional and Behavioral Expertise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom teacher referring student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Liaison (Intervention Specialist, Instructional Coach,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Dean or other instructional support)¹²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent (If the parent cannot attend, an SBST member must</td>
<td></td>
<td></td>
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<tr>
<td>follow-up with the parent)</td>
<td></td>
<td></td>
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</tbody>
</table>

| Team Attendance (As invited)¹³                               | Sign In | Absent |
| Reading Specialist                                            |         |        |
| Special education teacher                                     |         |        |
| Behavior Specialist                                           |         |        |
| Speech Therapist                                              |         |        |
| OT/PT                                                         |         |        |

Meeting Components  

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data collected to determine the current level of performance (academic or</td>
</tr>
<tr>
<td>behavioral)¹⁴ The meeting will not be scheduled if the data is not provided.</td>
</tr>
<tr>
<td>Data obtained for benchmark (i.e., expected) level(s) of performance.</td>
</tr>
<tr>
<td>Parents shared their perspective on the problem or issue.</td>
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</tbody>
</table>

Notes:

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¹² See the role of the Case Liaison earlier in this document
¹³ No assessments should be assigned to these individuals without their participation in the SBST meeting.
¹⁴ Academic may include (AIMSWEB, fluency probes, ELSA, phonics assessment, STAR data, observation by case
liaison); Behavioral data may include (behavioral referrals, data collection on specific behaviors, results of
observation by social worker) If no data is provided, the meeting will not be scheduled.
<table>
<thead>
<tr>
<th>Intervention Development/Support</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventions were developed in areas for which data were available</td>
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<tr>
<td>Discussion occurred about the use of evidence-based interventions and the elements of high quality core instruction</td>
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<tr>
<td>Frequency, focus, and dates of progress monitoring were agreed upon</td>
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<tr>
<td>An intervention support plan was developed</td>
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<tr>
<td>Responsibility of the case liaison in plan implementation fidelity discussed</td>
<td>Yes</td>
<td>No</td>
<td>Comments</td>
</tr>
<tr>
<td>Meeting Date</td>
<td>Additional members to be invited to next meeting</td>
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<tr>
<td>A follow-up meeting was scheduled.</td>
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<table>
<thead>
<tr>
<th>Action Steps</th>
<th>What</th>
<th>Who</th>
<th>By When</th>
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# Guiding Questions for SBST Meetings

<table>
<thead>
<tr>
<th>Step 1: What are the student’s strengths?</th>
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<tbody>
<tr>
<td><strong>GOALS:</strong> Discuss and record the student’s strengths and talents, as well as those incentives that motivate the student. This information can be valuable during intervention planning to identify strategies that will motivate the student to participate.</td>
</tr>
<tr>
<td><strong>SAMPLE QUESTIONS:</strong></td>
</tr>
<tr>
<td>- Please tell us a few of the student’s strengths, talents, or positive qualities that might be useful in designing interventions for him or her.</td>
</tr>
<tr>
<td>- What are classroom activities that the student does well or seems to enjoy?</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Step 2: Where is the student currently performing academically or behaviorally?</th>
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</thead>
<tbody>
<tr>
<td><strong>GOAL:</strong> Identify how the student has responded to classroom instruction or management?</td>
</tr>
<tr>
<td><strong>SAMPLE QUESTIONS:</strong></td>
</tr>
<tr>
<td>- Describe how is instruction being provided to this student? (data to be provided)</td>
</tr>
<tr>
<td>- How is the student responding to instruction or classroom management? (data to be provided)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: What changes have been made to instruction or management for this student?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOALS:</strong> Identify what the child needs in order to be successful, either academically or behaviorally? (data identified for progress monitoring)</td>
</tr>
<tr>
<td><strong>SAMPLE QUESTIONS:</strong></td>
</tr>
<tr>
<td>- What resources can be brought to bear, to identify new strategies for instruction or behavior that will appropriately address the needs of the student in the classroom?</td>
</tr>
<tr>
<td>- How will we monitor the use of these strategies?</td>
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<tr>
<th>Step 4: Draft the Instructional Support Plan</th>
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<tbody>
<tr>
<td><strong>Plan:</strong> What is the specific plan of action? What is the goal (level of proficiency) that the student is expected to achieve by the target date below?</td>
</tr>
<tr>
<td><strong>Assessment/Progress Monitoring:</strong> What measures(s) will be used to monitor student progress? How frequently will this student goal be monitored? Who is responsible for monitoring this student goal?</td>
</tr>
<tr>
<td><strong>Target Date:</strong> What will the ISP be implemented and when is the target date to achieve this goal?</td>
</tr>
<tr>
<td><strong>Review:</strong> When is the next review of the student’s progress?</td>
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</table>
INTERVENTION SUPPORT PLAN

Directions: Enter the data in the appropriate section. Please note that the section will expand automatically as you add more information from one or multiple meetings. Save the ISP in Word and maintain an SBST folder for all students.

**Area of concern:** Academic or Behavior (circle one)

**Teacher providing intervention:**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
<th>DOB:</th>
</tr>
</thead>
</table>

**Initial Assessment Data:**

**Intervention Plan:**

Indicate Tier: Tier 1 ☐ Tier 2 ☐ Tier 3 ☐

**Frequency:** (# session/week)

**Duration:** (# minutes/session)

**Environment:** (# students in group)

**Progress Monitoring Data:**
Next Steps:

Revised Intervention Plan:

Indicate Tier: □ Tier 1 □ Tier 2 □ Tier 3 □

Frequency: (# session/week)
Duration: (# minutes/session)
Environment: (# students in group)

Progress Monitoring Data:
Next Steps:
Social Work/Counseling SBST Tier Model

**Strategies:**
- Create Instructional Support Plan for behavior
- Behavioral consultation services
- SBST makes CSE referral for Initial Eligibility CSE meeting to include social history, other applicable social work assessments and other required assessments for Initial classification determination (requires signed parent consent from CSE office)

**Examples:**
- Seek Behavioral consultation services from Behavior Specialist
- Create ISP Behavior Plan and progress monitor
- Create safety plan if needed
- If Tier 1, 2, and 3 interventions are not successful, consideration for classification as a student with a disability may be required. Send consent for Functional Behavioral Assessment (FBA) and develop a Behavior Intervention Plan (BIP)

**Strategies:**
- Direct consultation
- Teacher and para training
- Data collection by teacher and/or para (no consent required)

**Examples:**
- Informally add student to counseling group or check-in individually and assess response to intervention
- Initiate ISP behavioral interventions and progress monitor
- Check-in, check-out system
- Behavior contract
- Parent training for carryover
- Teacher/Para training for carryover

**Strategies:**
- Informal data collection and formative assessment (no consent required)
- Parent consultation
- Indirect classroom teacher consultation

**Examples:**
- Classroom wide prosocial skills training
- Classroom ecology survey
- Check back in with student progress at the end of the quarter
OT/PT SBST Tier Model

Strategies:
SBST makes CSE referral for Initial Eligibility CSE meeting to include OT or PT testing and other required assessment for Initial classification determination (requires signed parent consent from CSE office)

Examples:
Consideration for classification as a student with a disability due to documented lack of progress despite Tier 1 and 2 interventions

Strategies:
- Direct consultation
- Parent, Teacher, and Para training
- Data collection by teachers, parent, or OT/PT (no consent required)

Examples:
- Informally add student to OT/PT group and assess response to intervention
- OT/PT home carryover activities
- Parent training for carryover
- Teacher/Para training for carryover

Strategies:
- Informal data collection and formative assessment (no consent required)
- Parent consultation and training
- Indirect classroom teacher consultation

Examples:
- Observation of handwriting, fine motor, gross motor, and/or adaptive skills
- Teach parent strategies for fine or gross motor or adaptive skills, send home strategies
- Check back in with student progress at the end of the quarter
Speech-Language SBST Tier Model

Examples:
*Consideration for classification as a student with a Speech-Language Impairment or other disability due to documented lack of progress despite Tier 1 and 2 interventions

Strategies:
- Direct/Indirect consultation
- Communication partner training
- Data collection by communication partners (no consent required)
- Parent consultation

Tier 3 Interventions

Examples:
- Informally add student to speech-language group and assess response to intervention
- Speech homework
- Parent training for carryover
- Teacher/Para training for carryover
- CELF-5 OARS
- Completion of speech & language rubrics

Tier 2 Interventions

Examples:
- Informal data collection and formative assessment (no consent required)
- Indirect classroom teacher consultation

Tier 1 Interventions

Examples:
- Formative assessment for articulation, intelligibility and stimulability
- Provide all parents with strategies
- Provide teachers with classroom wide strategies
- Check back in with student progress at the end of the quarter

Strategies:
- Informal data collection and formative assessment (no consent required)
- Indirect classroom teacher consultation