

School-Based Intervention Teams:
SBIT Express Initial Meeting
QuickGuide

(April 2002)



This resource was created by educators participating in the Syracuse (NY) City Schools School-Based Intervention Team (SBIT) Project.

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Section IV: SBIT Express Initial Meeting QuickGuide

Purpose & Guidelines for Use:

The SBIT QuickGuide provides summary tips and ideas for running effective initial SBIT meetings. New team members often keep a copy of the QuickGuide open in front of them during the meeting to refer to whenever they have questions. The QuickGuide is also a useful resource to use when training teachers to serve on SBIT Teams.



School-Based Intervention Teams

Express Initial Meeting

QuickGuide

Step 1: Assess Teacher Concerns:

5-10 minutes

Goals:

- Allow the teacher to discuss **major referral concerns**
- Review relevant background information, including:
 - Curriculum-based assessment (for academic concerns)
 - Direct observation data (for academic /behavioral concerns)
 - Teacher Behavior Report Cards (for academic /behavioral concerns)
 - Archival information from student cumulative folder, etc. (for academic /behavioral concerns)



Sample Questions:

- *Given the information in the referral form, what are specific difficulties that you would like to address today?*
- *How is this student problem interfering with the student's school performance?*
- *What concern(s) led you to refer the student to this Team?*
- *What information have we already collected that can shed some light on the identified concern?*

The SBIT Team is ready to move on to the next step when. . . :

- Team members have a good understanding of teacher concerns, and have reviewed relevant background and baseline information on the student.

Tip:

- ✓ To save time, the facilitator can review information from the Teacher SBIT Referral Form and summarize the teacher's main points for the team at the start of the meeting. The facilitator can then ask the teacher if he or she has any additional concerns to share.

Step 2: Inventory Student Strengths & Talents

5 minutes

Goals:

- 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 the student will be motivated to participate in.



Sample Questions:

- *What rewards or incentives have you noted in school that this child seems to look forward to?*
- *What are some things that this student does well or enjoys doing around the classroom?*
- *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.*
- *What are hobbies or topics of interest for this student?*

The SBIT Team is ready to move on to the next step when. . .:

- The team has identified personal strengths, talents, and/or rewards that are likely to motivate the student if integrated into an intervention.

Tip:

- ✓ The referring teacher may want to meet with the child *prior* to the SBIT meeting to collect information about those rewards that motivate him or her.

Step 3: Select Target Teacher Concerns:

5-10 minutes

Goals:

- Define the **top 1-2 teacher concerns** in easily observable, measurable terms.
- For behavioral concerns, understand the dimensions of the problem (e.g., the frequency, duration, and/or intensity of the challenging behavior)
- For academic concerns, identify the presence of underlying academic skill deficits, mismatch between student skills and classroom instruction, etc.
- For **each** teacher concern, decide on what functions may help to explain why the student displays the target concerns.



Sample Questions:

- *From the concerns that you have shared with our Team, what are the top one or two problems that you would like us to concentrate on today?*
- *(Academic) What can you tell us about the student's current skill levels, homework and classwork completion, attention to task, general motivation?*
- *(Behavioral) How long does each behavioral outburst last? About how frequently do episodes occur? How severe are the behaviors that you are seeing?*
- *(Behavioral) What kinds of things happen in the room just before the student has an outburst? What do you and other students in the room do during each outburst? What is the outcome for the child after they engage in the problem behaviors?*

- *What do you think is a reason that the student shows the behavior(s) of concern? How does this behavior help the student to get his or her needs met?*

The SBIT Team is ready to move on to the next step when. . .:

- One or two primary teacher concerns have been established and stated in measurable terms (as behavioral and/or academic difficulties).
- The referring teacher agrees with the selection and definition of the top 1-2 problems.
- The team and teacher agree on possible functions that explain why the academic/behavioral concern is taking place.

Tip:

- ✓ The meeting can run more efficiently if Team members first simply list all teacher concerns about a student and postpone an extended discussion of a particular problem until the teacher has selected that problem as a **top** concern.

Step 4: Set Goals: Set observable, measurable, & realistic goals for change 5-10 minutes

Goals:

- For each of the academic or behavioral referral concerns:
 - at least two ways to monitor student progress.
 - set ambitious but realistic goals for improvement.



NOTE: The Team should estimate goals for improvement based on the time that will elapse between the initial and follow-up meetings. Let's use the example of a student for whom the SBIT Team has set a reading-fluency goal of 2 additional correctly read words per minute growth per instructional week.

If the follow-up meeting is scheduled to take place 6 instructional weeks after the initial SBIT meeting, the Team might phrase the goal as follows: "In goal-level text from her reading series, the student will increase reading fluency by 12 words [2 words per week growth times 6 weeks of monitoring] between initial and follow-up meetings "

Sample Questions (For Any Selected Monitoring Method):

- *Does the monitoring information really measure the teacher's referral concern?*
- *Who will collect the monitoring information?*
- *How frequently should data be collected?*
- *How reliable or trustworthy is the information that we are collecting?*
- *Who on the SBIT Team or in the building is available to monitor this student with:*
 - *curriculum-based assessment?*
 - *direct observation?*

The SBIT Team is ready to move on to the next step when. . .:

- Ambitious but realistic student goals for improvement have been set.

- At least two measures have been identified to track each referral concern.
- The referring teacher agrees that both the goals for change and the measures selected are appropriate for this student case.

Tip:

- ✓ You can often use measures or information already collected as baseline for the SBIT case as logical starting points for setting monitoring goals and methods for data collection. For example, if your Team used curriculum-based assessment reading probes to get a baseline snapshot of student reading fluency prior to the initial SBIT meeting, you would probably use the same measure to monitor a reading intervention.

Step 5: Design an Intervention Plan:

15-20 minutes

Goals:

- Select at least one intervention that addresses each of the selected referral concerns.
- Spell out the particulars of the intervention as a series of specific **steps** so that the teacher or other person(s) designated to carry it out can do so efficiently and correctly.
- Note any important additional information about the intervention, including:
 - When and where the intervention will take place;
 - Whether any specialized materials or training are required to implement the intervention;
 - The people who are actually going to carry out the intervention.
- Review the intervention(s) with the teacher (and parents, if present) to ensure that the plan is acceptable to them.



Sample Questions:

- *What intervention ideas would best meet this student's needs?*
- *What is it about this particular intervention that makes it likely to improve the student's behavior or academic functioning in the area(s) identified?*
- *Is there specialized training or materials that you feel are needed to carry out this intervention?*
- *How can our Team assist you [the referring teacher] with the intervention?*

The SBIT Team is ready to move on to the next step when. . . :

- The referring teacher and team members agree that the intervention:
 - directly addresses the identified concern(s).
 - is judged by the teacher to be acceptable, sensible, and achievable.
 - appears likely to achieve the desired goal.
 - is realistic, given the resources committed.
 - can be expected to achieve the stated goal within the timeline selected.

Tip:

- ✓ You may want to invite staff members with expertise in a particular type of referral problem to attend an SBIT meeting as 'intervention consultants', asking them for intervention ideas. For example, a speech/language pathologist may be asked to attend for a student who has difficulty acquiring language concepts.

Step 6: Plan how to share meeting information with the student's parent(s):

5 minutes

Goals:

- Agree on who will contact the parent(s) to share the student's intervention plan and invite the parent(s) to a future SBIT meeting.



Sample Questions:

- *What specific details about the intervention would be of greatest interest to the parent(s)?*
- *What specific details about the intervention would be of greatest interest to the parent(s)?*

The SBIT Team is ready to move on to the next step when. . . :

- At least one team member (who could be the referring teacher) has taken responsibility to contact the parent to share information about the student's intervention plan and future SBIT meeting times and dates.

Tip:

- ✓ A phone call or note to the parent(s) **prior** to the initial SBIT meeting to let them know about the teacher referral is an important way to establish a trusting and positive relationship between school and home.

Step 7: Review the intervention & monitoring plans

5 minutes

Goals:

- Review the main points of the intervention and monitoring plans with the referring teacher and other team members.
- (Case Liaison) Schedule a time within a week of the initial meeting to meet with the referring teacher to:
 - review the intervention plan;
 - offer any needed assistance;
 - ensure that the intervention is being put into place as planned.
- Schedule a follow-up meeting (usually within 6-8 weeks of the initial SBIT meeting).
- After the referring teacher leaves the meeting, complete the *SBIT Team Meeting Debriefing Form* (for initial meetings only) and debrief as a team about the meeting process and content.



Sample Questions:

- *Did Do the referring teacher and other members of our team know what their responsibilities are in carrying out the intervention and monitoring plans for this student?*
- *Is our team able to support the teacher in identifying the most important referral concerns?*
- *Did our team help the teacher to assemble a good intervention plan that is feasible and can be carried out with currently available resources?*