

Communication Checklists

The following communication checklists are designed to support the Multidisciplinary Team (MDT) in designing the communication(s) that is a part of each professional learning session.

Session 1 Communication Checklist

Focus of Communication: Purpose of the MDT & Team Membership

Audience: Full Staff

Critical Features of the Communication:

- Includes the purpose of the MDT
- Describe how the MDT fits within the Multi-Tiered System of Supports (MTSS) framework
- Identifies MDT membership
- Describes the initial MDT work

Session 2 Communication Checklists

Focus of Communication: Information about the Standard Treatment Protocol Intervention that has been selected.

Audience: Grade-Level Teams

Critical Features of the Communication:

- Brief description of the intervention
- Description of how students are selected for the intervention
- Students in intervention groups
- Intervention frequency and length (example: daily for 30 minutes)
- Who to contact if there are questions or concerns
- Who from the MDT will attend each Grade-Level Team meeting to support communication

Focus of the Communication: Intervention Group

Audience: Families

Critical Features of the Communication:

- Brief description of the intervention
- Description of how students are selected for the intervention
- Intervention frequency and length (example: daily for 30 minutes)

- Permission needed
- Who to contact if there are questions or concerns

Session 3 Communication Checklist

Focus of Communication: Support to interventionists

Audience: Interventionists implementing the intervention

Critical Features of the Communication:

- The expectation for each Intervention Group to have clear behavior expectations and routines
- Identify who will provide coaching for the intervention, including observations with feedback
- What to do when they notice concerns with engagement and/or attendance
- Who to contact if there are questions or concerns

Session 4 Communication Checklist

Focus of Communication: Update on Intervention Groups

Audience: District Implementation Team (DIT), Grade-Level Teams (GLT)

Critical Features of the Communication:

- Number of intervention groups in place
- Dosage (number of sessions that took place and the number of sessions possible) for each intervention group
- Number of lessons completed in the program to date for each intervention group

Focus of Communication: Attendance

Audience: Families

Critical Features of the Communication

- Positive message
- A statement that conveys the importance of attendance and the impact of missing school
- Encouragement to the family to help in improving the student's attendance
- Provide specific and personalized data about the student's attendance history (e.g., the number of sessions the student was present and the total number possible)
- Next steps

Session 5 Communication Checklist

Focus of Communication: Connection between MDT and existing Child Study Team or Student Support Team

Audience: Existing Child Study Team or Student Support Team

Critical Features of the Communication:

- The current connection of the MDT work and the overlap of team members between the MDT and the Child Study Team or the Student Support Team
- Review of Data-Based Individualization (DBI)
- How communication will flow between the two teams

Session 6 Communication Checklists

Focus of Communication: Two-Way Communication

Audience: Grade-Level Teams

Critical Features of the Communication:

- Identify what information the Grade-Level Teams want to know/hear from the MDT (e.g., students in intervention groups, progress-monitoring data updates, other information)
- Determine and share what information the MDT wants to know/hear from the GLTs
- Plan for how the information will be shared between the two teams

Communication Prompts: January through May

January

- Staff and families: Plan to communicate regarding new students who were added to intervention based on the Middle of the Year (MOY) Benchmark Assessments. **Note:** Do not dismiss any students from intervention until their goals are met.
- District Implementation Team: Share out Fall to Winter Intervention Access and Effectiveness data (e.g., of the number of students who met the intervention eligibility criteria, how many accessed the intervention? Of the students accessing intervention, how many made above or well-above typical progress?)

February

- Grade-Level Teams or All Staff: To continue fostering staff buy-in, share a student success story highlighting intervention progress. Include progress monitoring graphs (as appropriate) and a brief description of the intervention and any intensification (if applicable)

March

- Families: Remind parents/guardians of the importance of attendance. Spring break is coming up, so encourage daily attendance

April

- All Staff: Share dosage data and tips to increase/maintain high levels of dosage even when the calendar gets busy with testing, field trips, and other end-of-the-year activities

May

- Communication based on findings or takeaways from MDT Session #8: Evaluating the Intervention System

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.