

## Multidisciplinary Team Recruitment and Selection Guidance

### Team Description

The Multidisciplinary Team attends to, coordinates, and is accountable for students' access to intervention supports (Tier 2 and Tier 3) by:

- Using district processes and procedures for the selection and use of interventions
- Planning and coordinating intervention efforts within the school (groupings, scheduling, intervention provider supports)
- Engaging in data analysis to determine when the most intensive Tier 3 supports are needed and to determine intervention effectiveness
- Ensuring communication amongst different groups/ teams within the school and across the district (School Leadership Team, Grade-Level Teams, Interventionist Teams, District Implementation Team)

A Multidisciplinary Team is of functional size and standing membership includes:

- School Administrator with decision-making authority
- Individual to organize and facilitate the team
- Team members with different professional roles, representative identity markers (i.e., race, gender, etc., reflective of the population served), and perspectives
  - Reading Specialist (e.g., holds LETRS or equivalent literacy certification; familiar with most recent evidence and scientific theory regarding reading instruction)
  - Behavior Specialist
  - Data coordinator (e.g., Acadience mentor)
  - School Psychologist
  - Special Educator
  - Other Interventionists
  - Speech and Language Pathologist

*\*Standing Team members are present for all meetings. Additional Team members may be called upon when engaging in individualized planning: parents/guardians, classroom teachers, related service providers (e.g., occupational therapist, etc.). These members offer important expertise and perspectives, but would not be needed for all team meetings.*

### Qualifications and Skills

Individuals who demonstrate the following qualifications and skills are likely to be successful as members of a multidisciplinary team:

- Methods for intensifying instruction
- Integrating academic and behavioral supports

- Implementation best practices (e.g., Implementation Science, Active Implementation)
- Data analysis to inform continuous improvement
- Fluent and effective use of technology
- Successful experience with data analysis and use
- Proactive, effective communication
- Ability to accept coaching supports and feedback
- Organization skills
- Timeliness

## Responsibilities

Multidisciplinary Team Members are responsible for:

- Designing the school's process for how students access Tier 2 and Tier 3 reading intervention supports
- Working with the Curriculum Director to use the district's process for intervention review and selection to establish an Intervention Platform (i.e., collection of selected programs with entrance/exit criteria) to guide Tier 2 and 3 intervention curriculum resource decisions
- Ensuring communication with families/caregivers about their children's Tier 2 intervention supports
- Using screening assessments and other data sources to determine students who need to access intervention
- Administers intervention placement assessments and uses the data to create intervention groups
- Developing a reading intervention schedule to ensure adequate time is allocated for intervention instruction and is coordinated with Tier 1 reading instruction (for secondary, coordinated with students being able to access core courses)
- Monitoring the fidelity of interventions
- Ensuring staff delivering interventions are collecting progress monitoring assessment data (general outcome and content mastery)
- Facilitating intervention data analysis meetings with the group of interventionists providing Tier 2 intervention instruction
- Applying decision rules when students need to access the most intensive, Tier 3 intervention supports
- Designing Individualized Intensive Intervention Plans for students who receive Tier 3 intervention supports following the necessary steps to compile demographic, background, performance, and current intervention support information to inform the plan
- Engaging teachers, students, and their families/caregivers in designing and refining Individualized Intensive Intervention Plans
- Providing coaching supports to interventionists and special educators delivering Tier 2 and Tier 3 intervention instruction
- Collecting diagnostic assessment data as needed when students receiving Tier 3 intervention supports are not responding as anticipated to the intervention instruction
- Using data (progress monitoring, diagnostic, interventionist observation, etc.) to inform adaptations to the intervention instruction

- Ensuring the Individualized Intensive Intervention Plans are updated to reflect adaptations to the intervention instruction
- Monitoring intervention effectiveness for students receiving Tier 3 intervention supports
- Meeting with grade level teams to ensure intervention strategies are being embedded into Tier 1 class-wide reading instruction to support students' generalizing the intervention strategies/routines to the classroom content

## Estimated Time Allocation

In general, the time a Multidisciplinary Team will need to meet will be greater during the Installation Stage. However, this team will meet at least monthly to oversee school-wide intervention access and effectiveness.

The time commitment for Multidisciplinary Team members will be greater when meeting to design and support the implementation of Tier 3 intervention supports (Individualized Intensive Intervention Plans). It is important to know that not all team members need to meet as frequently to monitor Tier 3 intervention supports. It could be a subset of the full Multidisciplinary Team.

The amount of time the team needs to meet will be predicated on the amount of students accessing intervention supports and stage of implementation. It is important for the team to continue to keep school and district leaders informed about time allocations to ensure the team has the needed time to fulfill their responsibilities.

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 Program.