

Multidisciplinary Team Installation Checklist Items

The following items comprise the Multidisciplinary Team (MDT) Installation Checklist in the MiMTSS Data System. Items are based on the installation work aligned with the MDT professional learning series.

1. MDT: Confirm members of the MDT, including an administrator with decision-making power and individuals with expertise in literacy, social-emotional-behavioral health, behavior support, and special education.
2. MDT: Establish team operating procedures for the MDT (e.g., team meeting norms, meeting roles, implementation plan decisions, team responsibilities, and decision-making authority).
3. MDT: Establish an Implementation Plan for the work completed by the MDT.
4. Communication: Communicate with the full staff about the makeup and purpose of the MDT.
5. Intervention System: Use universal screening data to identify students at or below the local 20th percentile for intervention. A different criterion can be established based on the ability to support a higher number of identified students.
6. Intervention System: Collect placement data and form initial intervention groups.
7. Develop an intervention record for each intervention group.
8. Intervention System: Communicate with grade-level staff regarding the intervention program and groups.
9. Communication: Inform families about the intervention program and groups.
10. Intervention System: Develop a plan for collecting both in-program mastery assessment and global outcome assessment data.
11. Intervention System: Set ambitious goals for each student in intervention groups and create intervention groups within your data system.
12. Intervention System: Document decisions regarding instructional/intervention coaching and fidelity checks.
13. Intervention System: Communicate with interventionists about intervention resources, behavior supports, and the coaching plan.
14. Intervention System: Determine who on the MDT will be responsible for reviewing and summarizing key data sources for Hypothesis #1 (student attendance, student engagement, dosage, fidelity, and the collection of progress-monitoring data).
15. Communication: Communicate an initial overview of intervention groups to grade-level teams and the District Implementation Team.
16. Intervention System: Determine who from the MDT will be responsible for reviewing and summarizing key data sources for Hypothesis #2 (student outcome data for group and individual students).

17. Communication: Communicate information about data-based individualization (DBI) and intensifying literacy interventions with the existing child study or student support team.
18. Communication: Plan to support two-way communication between grade-level teams and the MDT.
19. Intensification: Determine when Group Intensification is warranted based on established decision rules for intervention fidelity, engagement, dosage, and student progress.
20. Intensification: In collaboration with interventionists, create at least one Group Intensification Plan that specifies which taxonomy dimension to modify to meet the needs of the group's students.
21. Intensification: Identify student(s) for individual Intensifying Literacy Instruction (ILI) based on established decision rules for attendance, student engagement, dosage, fidelity data, and student progress.
22. Intensification: Gather additional diagnostic data as needed for each student identified for ILI.
23. Intensification: In collaboration with family members and classroom teacher(s), create an Individual Intensive Intervention Plan (IIIP) for each identified student that specifies which taxonomy dimension(s) is modified to match the needs of the student.
24. Intensification: Determine how fidelity will be measured and coaching will be provided to support interventionists with implementing the group intensification plan and/or the IIIP.
25. Intensification: Establish regular meetings (at least every six weeks) with family members and classroom teacher(s) to evaluate individual student data for any student with an IIIP and determine whether additional instructional changes/adaptations are required.
26. Intensification: Ensure changes to the IIIPs are implemented within 72 hours of the meeting.
27. Sustainability: Review the processes and practices established this year and develop a plan to grow and sustain this work into the next school year, ensuring adequate resources to carry it out.

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.