

Secondary Intervention System Part 1: Teaming Structures

Multidisciplinary Team (MDT)

The Multidisciplinary Team is one part of the school's MTSS framework. Its unique contribution is the focus on Tier 2 and Tier 3 intervention supports. The Multidisciplinary Team attends to, coordinates, and is accountable to 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)
- Analyzing data to determine students' response to intervention instruction and when more intensive supports are needed (immediate access or because of the level of Tier 2 response)
- Ensuring collaboration and communication amongst different groups/teams within and across the district (School Leadership Team, Department Teams, District Implementation Team)

Individual team members should have specified knowledge in one or more of the following areas:

- Assessment (e.g., diagnostic assessments, Functional Behavior Assessment, behavior intervention planning)
- Subject area/content area expertise (e.g., reading acquisition, speech and language development, behavior expertise, mental and physical health, and wellness)
- Special education determination and eligibility guidelines
- District processes and procedures (e.g., intervention review and selection, assessment guidelines, communication protocols to and from the District Implementation Team (DIT) and other school groups and teams, the process for supporting individuals in coaching roles for individuals on teams and practitioners)

Collaborating with other Teaming Structures

The School Leadership Team and Department Teams uniquely contribute to the school's MTSS framework. There are instances when the Multidisciplinary Team will collaborate with these teaming structures to support intervention effectiveness.

Multidisciplinary Team and School Leadership Team (SLT):

- Establish procedures for PD, coaching, and ongoing collaboration. **The MDT** ensures:
 - Procedures are developed that fit the context of training and coaching for interventionists to implement interventions as intended and who will adhere to what is listed in students' Individualized Intensive Intervention Plans
 - Collaboration occurs with (1) interventionists who will meet as a team to review and plan around program mastery progress monitoring data; (2) Department Teams that include interventionists supporting students to discuss the overall percentage of students responding to Tier 2 intervention supports
- Design and then oversee the use of an assessment plan. **The MDT** ensures:
 - Students receiving intervention are identified in the data system (e.g., Acadience Learning Online, aimsweb+) for progress monitoring
 - Individual goal setting occurs, and out-of-grade level progress monitoring is determined when appropriate
 - Individuals are identified (and trained) to collect progress monitoring data accurately and enter it into the data system
 - Progress monitoring materials are ordered and disseminated to individuals responsible for progress monitoring
 - Dates are scheduled with teachers to review Tier 2 intervention response
 - When adaptations to intervention occur, individuals responsible for progress monitoring insert a phase line noting the adaptation that will happen
- Analyze aggregated student and implementation fidelity data to determine the overall health of the school-wide supports for all learners. **The MDT:**
 - Determines the frequency of collecting intervention fidelity data and Individualized Intensive Intervention Plan fidelity data
 - Organizes the fidelity data (e.g., entered into a spreadsheet) for easy access and use of the data
 - Outlines methods for using the fidelity data to inform coaching and ongoing training
 - Annually administers and scores the Advanced Tiers portion of the Reading Tiered Fidelity Inventory (R-TFI) with the SLT or by ensuring there is SLT cross-level representation on the MDT for continuity of scoring and communication
- Establish a family-school collaboration plan for bi-directional learning and feedback. **The MDT:**
 - Collaborates with families/caregivers and students to meaningfully inform Tier 2 intervention supports
 - Meaningfully involves families/caregivers and students in Individualized Intensive Intervention Planning and adaptations needed for the plan

Multidisciplinary Team and Department Teams:

- Organize the core subject-area curriculum resources and instructional methods/routines to incorporate strategies and instructional methods before, during, and after students read discipline-specific text. **The MDT:**
 - Provides guidance for the type of intervention instructional routines and materials that are being used with students in the Tier 1 general classroom to support students' transfer of newly acquired skills to other core subjects

- Organize reading resources to teach comprehension skills to be used during whole and small groups and differentiate instruction. **The MDT:**
 - Provides guidance about prioritizing specific class-wide resources, strategies, and skills given the type of intervention instructional routines and materials used with students (e.g., multisyllabic word reading skills are a primary need, so more teaching time should be spent focusing on those skills)
- Document the intervention instructional methods/routines students receiving Tier 2 or Tier 3 reading supports are learning to be successfully used in the classroom setting. **The MDT:**
 - Facilitates meetings with teachers and interventionists to ensure teachers understand intervention routines
 - Helps determine how intervention instructional routines can be infused into class-wide reading instruction or other classroom lessons to promote generalizing the intervention strategies (attention to the transfer of intervention skills to another context in the classroom)
 - Gathers information from teachers about curriculum resources and lessons that can be meaningfully incorporated into intervention lessons to promote generalization
- Engage in data-analysis meetings every six weeks with interventionists (facilitated by a member of the Multidisciplinary Team) to determine how students receiving Tier 2 reading intervention supports are responding to the more intensive instruction. **The MDT:**
 - Prepares information to be discussed during these meetings using [Flowchart 1 and Flowchart 2](#) to address the questions 1) Have students received adequate instruction, and 2) Is it time to intensify supports?:
 - Percentage of students who are accessing intervention
 - Percentage of students who are responding as expected
 - Percentage of students who are not responding as expected
 - Intervention attendance
 - Behavior/Engagement data
 - Dosage data
 - In-program mastery assessment data
 - General outcome measure data
 - Methods to document actions that will be taken by MDT members, interventionists, and classroom teachers
 - Communication protocol to provide an overall summary to the SLT, DIT, and other groups/teams as needed

URLs Used in Document

[Flowchart 1 and Flowchart 2](#)

(<https://drive.google.com/file/d/1INAbX62ynezYm00P6CqIWak6eBzYvxUy/view>)

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