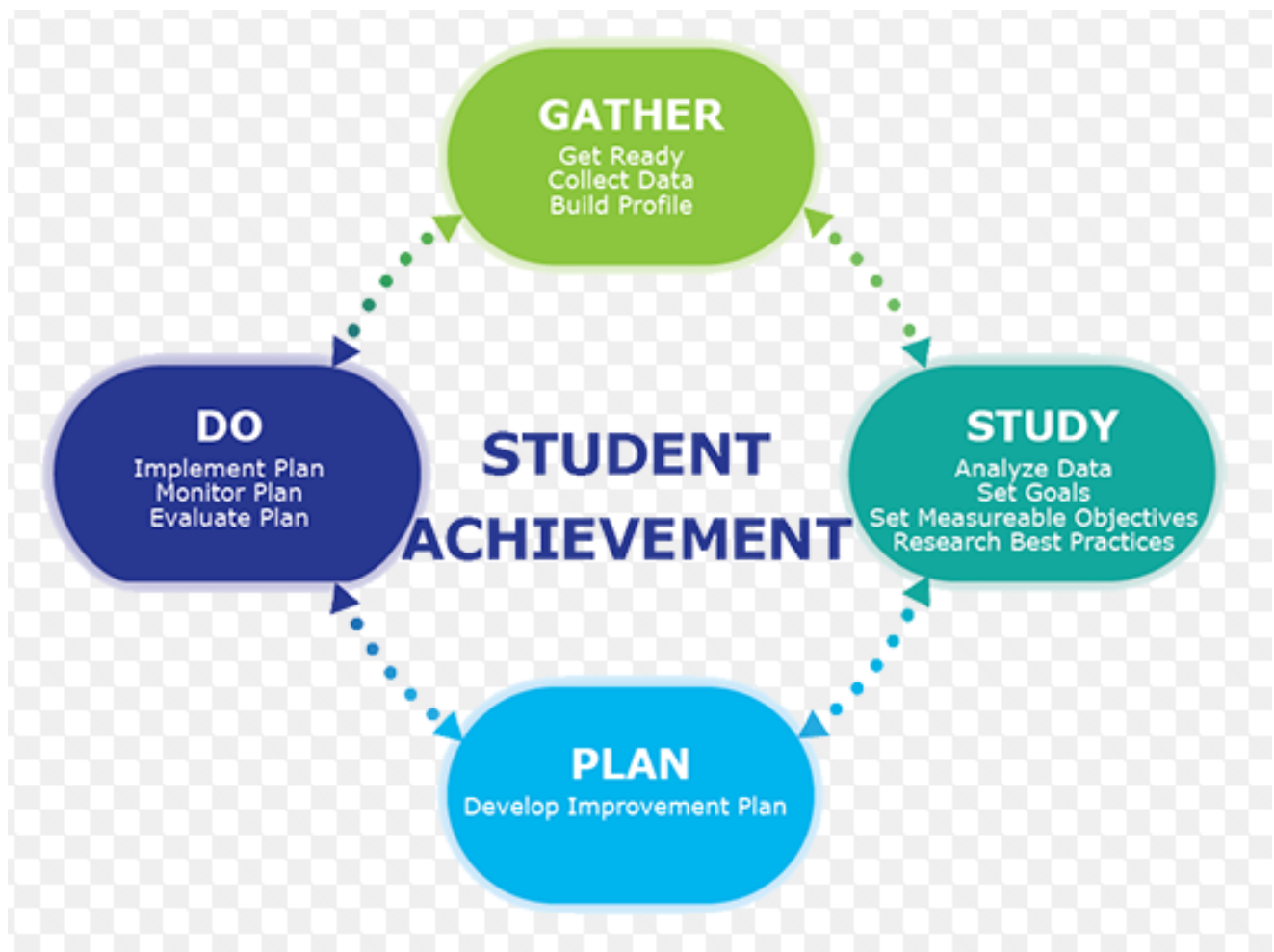


SIT/SAT: Facilitators Guide

Whiteford Public Schools



Foreword

This booklet contains the meeting forms and related resources for the SIT/SAT Process to address student needs in Whiteford Agricultural Schools and was adapted from the work of the Syracuse (NY) City Schools School-Based Intervention Team Project and Holt Public Schools (MI) PSAT process.

The following people served on the team that created, adapted, or provided feedback about these resources (listed in alphabetical order):

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Section I: Prior to the SIT/SAT

Purpose & Guidelines for Use:

The information and materials included in this section are meant to occur before a SIT/SAT meeting is scheduled.

1. Grade level teams will determine which students to refer for a SIT/SAT meeting.
2. The classroom teacher completes the Student Profile form prior to the initial SIT/SAT meeting. The SIT/SAT Facilitator and guidance counselor may want to assist the teacher in completing the form and meet briefly with the teacher before the initial meeting to delegate the collection of additional information related to the teacher's concerns.
3. SIT/SAT Teams can use the sample Meeting Invitation as a model to write their own invitation to staff members who are participating in the PST process for the first time.
4. The Facilitator Checklist provides a simple reminder about the essential responsibilities of the PST Facilitator role.

Whiteford Agricultural Schools SIT/SAT Student Profile

Student Name _____ DOB _____ Date _____

Teacher Name _____ Grade _____ Building _____

PARENT/GUARDIAN CONTACT (Regarding Concerns)

Phone Call _____ E-Mail _____ In-Person _____ In-Writing _____ Home Visit _____ Other _____

Parent Convo Notes: _____

SCHOOL BACKGROUND HISTORY

Schools Years in Whiteford District _____ # of moves/school districts _____ Grade(s) Retained _____

MEDICAL/DEVELOPMENTAL HISTORY

Is the student taking medication? _____ If yes, please list: _____

Other relevant medical/developmental history _____

Hearing and Vision history _____

EDUCATIONAL HISTORY

_____ Speech/Language Therapy (SLI)	_____ Preschool	_____ OT Screener
_____ Social Work/Counselor Support	_____ Head Start	_____ Nurse/ADHD Screener
_____ Early Childhood Special Education	_____ Star Learners (MSRP)	_____ Behavior Plan
_____ Special Education Services (IEP)	_____ Academic Interventions	_____ English Language Learner

ATTENDANCE HISTORY

Record the # of school years the student has missed more than 25 days _____

Record the # of school years the student was tardy more than 25 times _____

Other relevant attendance history _____

BEHAVIOR CONCERNS: (Please Indicate Any Areas of Concern)

_____ Restless/Often out of seat	_____ Plays with object while working/listening	_____ Withdrawn
_____ Excessive talking to classmates	_____ Makes inappropriate noises	_____ Makes many excuses
_____ Talks out without permission	_____ Anxiety	_____ Does not follow class rules
_____ Lacks social skills	_____ Verbal Aggression	_____ Physical Aggression
_____ Other _____		

ACADEMIC CONCERNS: READING (Please Indicate Any Areas of Concern)

_____ Phonemic Awareness	_____ Letter ID	_____ Phonics
_____ Fluency	_____ Vocabulary	_____ Comprehension
_____ Sight Word Vocabulary	_____ Other _____	

ACADEMIC CONCERNS: WRITING/SPELLING (Please Indicate Any Areas of Concern)

_____ Hearing/Recording Sounds	_____ Idea Development	_____ Capitalization/Punctuation
_____ Organization	_____ Spelling	_____ Other _____

ACADEMIC CONCERNS: MATHEMATICS (Please Indicate Any Areas of Concern)

Basic Math Facts Computation Applications/Reasoning
 Math Vocabulary Other _____

SPEECH/LANGUAGE CONCERNS: (Please Indicate Any Areas of Concern)

Articulation/Intelligibility Expressive Language Receptive Language

OCCUPATIONAL CONCERNS: (Please Indicate Any Areas of Concern)

Sensory Weak Grasp No Hand Dominance
 Diff. Copying/Drawing Diff. Letter/Number Formation Diff. Staying on Lines
 Reverses Letters/Numbers Awkward use of tools(pencil, scissors, etc.) Diff. Copying from Board
 Other _____

TIER 1 SUPPORTS: (Place a (+) next to ones that have worked; (-) next to the ones that have no to little affect)

Academic		Behavior	
<input type="checkbox"/>	Extended time	<input type="checkbox"/>	SEL whole-class lessons
<input type="checkbox"/>	Simplify/Clarify directions (e.g. have student repeat back directions to you or give a signal such as thumbs up or thumbs down).	<input type="checkbox"/>	Directly teach and re-teach classroom procedures and expectations every 2 weeks
<input type="checkbox"/>	Flexible work spaces	<input type="checkbox"/>	Flexible work spaces
<input type="checkbox"/>	Peer check-in	<input type="checkbox"/>	Proximity control
<input type="checkbox"/>	Visuals paired with verbal directions	<input type="checkbox"/>	Preferential seating
<input type="checkbox"/>	Make sure directions are understood	<input type="checkbox"/>	Whole-classroom reward system
<input type="checkbox"/>	Teach through multi-sensory modes (different learning styles)	<input type="checkbox"/>	Redirection (e.g. verbal, gestures, secret signals or cues)
<input type="checkbox"/>	Chunking assignments/assessments	<input type="checkbox"/>	Calm down corner
<input type="checkbox"/>	Read Aloud (assessments, assignments, etc.) - utilizing technology such as Google Read/Write and Schoology	<input type="checkbox"/>	Provide "forced choices"
<input type="checkbox"/>	Provide regular feedback to students	<input type="checkbox"/>	Planned ignoring when behavior is attention seeking
<input type="checkbox"/>	Use of manipulatives/technology	<input type="checkbox"/>	Praise publicly, correct privately
<input type="checkbox"/>	Visuals, charts, and models for concept reinforcement	<input type="checkbox"/>	Praise 3 other students engaged in the behavior you want to see target student engage in
<input type="checkbox"/>	Use of calculators or supporting charts (formulas, multiplication, etc.)	<input type="checkbox"/>	Visuals, charts, and models for behavior expectations
<input type="checkbox"/>	Technology integration (allow typing of responses, speech to text, etc.)	<input type="checkbox"/>	Directly teach and re-teach classroom procedures and expectations every 2 weeks
<input type="checkbox"/>	Provide extra credit options	<input type="checkbox"/>	5:1 Positive to negative interactions
<input type="checkbox"/>	Provide opportunities to retake assessments or improve	<input type="checkbox"/>	

	Use of a planner		
	Provide multiple ways for students to respond (dry erase boards, thumbs up, partner share, and graphic organizer)		
	Modeling, provide guided practice, and independent practice on targeted skill.		

TIER 2 SUPPORTS: (Place a (+) next to ones that have worked; (-) next to the ones that have no to little affect)

Be prepared to provide start dates, frequency of intervention, and any corresponding documentation at the meeting.

Academic		Behavior	
	Allow for multiple forms of output for assessments (orally respond, draw a picture, etc.)		Check in- Check out
	Small group instruction/intervention targeting skill deficit		Student self-monitoring of behaviors (e.g. tally count)
	Progress monitor student performance (repeated measures ideal)		Behavior contract
	Peer tutoring		Calm down kits
	Organizational checklists (beginning of day routine, task expectations, packing up, etc.)		SEL small groups
	Planner checks		Break cards
			Buddy classrooms
			Special classroom job or task

RETURN THIS COMPLETED FORM TO THE ACADEMIC INTERVENTIONIST FOR REVIEW

Academic Interventionist/School Counselor to Complete

The following data sources were reviewed and distributed at least 3 days prior to the SIT/SAT Meeting:

___ NWEA / Academic Progress Monitoring Who is responsible to collect: _____
 ___ Behavior Data Who is responsible to collect: _____
 ___ Intervention History Who is responsible to collect: _____
 ___ CA-60 Review (Grades, Medical, etc.) Who is responsible to collect: _____
 ___ IEP History Who is responsible to collect: _____
 ___ Classroom Data (Academic/Behavioral) Who is responsible to collect: _____
 ___ Current Intervention Log Who is responsible to collect: _____
 Who was providing intervention: _____
 Who was progress monitoring: _____

SIT/SAT Meeting Invitation: Sample

Currently the SIT/SAT meeting for _____ is scheduled to occur on _____.

The purpose of the SIT/SAT is to develop an intervention(s) that will promote improvements in a student's or classroom's behavior and/or academic performance, discuss ways to evaluate whether the intervention is effective, and provide you with resources to conduct and evaluate the intervention.

Please review the Student Profile prior to the SIT/SAT meeting and be prepared to discuss the following:

- strengths and weaknesses of the student
- what you would like the student to know or be able to do
- behavioral concerns: frequency, duration, and circumstances under which the behavior is more likely to occur according to baseline data
- academic concerns: current classroom assessment data and work samples
- interventions that have already been implemented and the student's response
- why the student is having this difficulty

If you have questions or need assistance collecting baseline data please contact the Academic Interventionist. Following the SIT/SAT meeting, your Facilitator will meet with you again to ensure that you have all the resources necessary to implement and monitor the effectiveness of the intervention. Please see him/her at any time that you need additional resources or have found that the intervention is becoming ineffective or has become too difficult to implement.

SIT/SAT Meeting Facilitator Checklist

PRIOR to initial meeting:

- ___ Review the SIT/SAT Student Profile form to make sure all necessary information has been provided.
- ___ Meet with the classroom teacher to complete the following tasks:
 - ___ Help the teacher make any necessary change/addition to the SIT/SAT Student Profile.
 - ___ Identify days/times for team members to observe the behavior if needed.
- ___ Collect (1) current Intervention Log (with attendance & instructional focus), (2) Progress Monitoring Data, (3) Behavior data, and (4) Cumulative Intervention History and attach to the SIT/SAT Student Profile
- ___ Distribute SIT/SAT Student Profile and attachments to relevant members of the SIT/SAT team at least 1 week prior to the initial SIT/SAT meeting
- ___ Create the **Intervention** form (blank)

TWO DAYS BEFORE the meeting:

- ___ Send out a reminder notice of meeting time and place

AFTER the initial meeting:

- ___ Send out a reminder notice of follow-up meeting time and place
- ___ Collect (1) current Intervention Log (with attendance & instructional focus), (2) Progress Monitoring Data and graph, and (3) Behavior data
- ___ Bring the **Intervention Follow-up** form (blank) and above documentation to the follow-up meeting.

Section II: SIT/SAT Meeting

Purpose & Guidelines for Use:

The materials and information provided in this section are meant to support the facilitator during the SIT/SAT meeting.

1. The SIT/SAT Quick Guide provides guiding questions and tips for running effective SIT/SAT meetings. New team members often keep a copy of the Quick Guide open in front of them during the meeting to refer to whenever they have questions. The Quick Guide is also a useful resource to use when training staff to serve on the SIT/SAT.
2. A sample SIT/SAT Meeting Form is included for reference.
3. The fidelity checklist is intended to be filled out during the meeting to ensure that each part of the SIT/SAT process is completed.
4. The Hypothesis Guide is intended to be available during each SIT/SAT meeting as a reference for the team to generate a valid hypothesis.

SIT/SAT Team Meeting Guide

SIT/SAT Introductory script: Share with team at the start of the Meeting

"Welcome to this SIT/SAT meeting. We are meeting with you today to discuss concerns that you have about _____. The purpose of this meeting is for us all to work together to come up with practical ideas to help this student to be more successful in school. I am the facilitator for today's meeting.

The note-taker for the meeting will be _____

The time-keeper for the meeting is _____

The Fidelity Checklist recorder for this meeting is _____

You can expect this meeting to last about 30-60 minutes. By the time you leave, we should have a complete student intervention plan put together to help address the concerns.

We have a lot to do today and only a limited time in which to do it. To help us work efficiently and not waste our time, we will follow a structured problem-solving model that goes through several stages. Together, we will:

- Assess major concerns about the student
- Identify the most important student concern for us to work on today
- Set specific student goals for improvement
- Design an intervention plan with strategies to help the student improve
- Develop a plan to measure the student's response to intervention
- Decide how to share information about this plan with the student's parent

[Review meeting norms with team members.]

Our meeting notes will document the concerns and the intervention and progress monitoring plan that we come up with. These notes may be shared with others who are not here today, including the child's parent(s) and the building administrator. However, we ask that everyone here keep the *conversations* that take place at this meeting confidential.

Do you have any questions?"

Step 1: Problem Identification (2-5 minutes)

Goals:

- Define the **primary concern** in easily observable, measurable terms

Sample Questions:

- *From the concerns that you have shared with our Team, it looks like (see Student Profile) is the top problem that you would like us to concentrate on today.*
- *Given the information in the Student Profile form, what are specific difficulties that you would like to address today?*
- *Which concern can we influence by changing instruction, curriculum, and/or school environment?*
- *Will addressing one of the concerns lead to improvements in another area of concern?*
- *How is this concern interfering with the student's school performance?*
- *What concern(s) led to the referral of the student to this Team?*

The SIT/SAT is ready to move on to the next step when:

- ***Team members have identified a measurable academic and/or behavioral concern.***

Tips:

- ✓ To save time, the facilitator can review information from the Student Profile and summarize the teacher's main points for the team at the start of the meeting.
- ✓ The facilitator can ask team members for observations of data attached to the Student Profile.
- ✓ The meeting can run more efficiently if team members postpone discussion of variables we cannot control or that are not directly related to the **primary concern** (list in notes for future discussion if necessary).

Step 2: Problem Analysis (10 minutes)

Goals:

- Baseline data has been analyzed
- Discuss concerns in the context of the student's current performance and the current performance of grade-level peers.
- 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, fluency and accuracy in the area of concern, and work completion.
- Hypothesis for problem behavior is identified (see Hypothesis Checklist)
- Academic and/or Behavior goal is identified based on the primary concern

Sample Questions:

- *(Academic): What is the student's rate of improvement and how does that compare to the expected rate of improvement for that skill?*

- *What about the information you received jumps out at you?*
- *How does the student compare to other students in their grade/class/ intervention group?*
- *Which sources of data are evidence of the primary concern?*
- *(Academic) What can you tell us about the student's current skill levels, homework and class work completion, attention to task, engagement in the classroom, and general motivation?*
- *(Academic): Are there difficulties in fluency and/or accuracy?*
- *(Behavioral): According to the baseline data, how long does the behavior last? How frequently does the behavior occur? How severe is the behavior?*
- *(Behavioral): What happens before the behavior? What do you and other students in the room do when the student is displaying the behavior? What is the outcome for the child after they engage in the behavior?*
- *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?*
- *What about the interaction of the curriculum, instruction, and school environment could be altered so that the student will reach the goal (see Step 1)?*

The SIT/SAT is ready to move on to the next step when:

- ***The team has chosen a hypothesis for the problem behavior based on sufficient data.***
- ***Alterable variables (curriculum, instruction, school environment) have been identified.***
- ***A measurable goal has been established.***

Tips:

- ✓ You may wish to refer to published norms for rate of improvement information

Step 3: Intervention Plan (15 minutes)

Goals:

- Develop a plan to implement a research-based strategy to achieve the goal.
- 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:
 - 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.
 - The person responsible for monitoring the student's goal.
 - The person responsible for checking in on intervention implementation.
- Review the intervention(s) with the teacher to ensure that the plan is acceptable to them.

Sample Questions:

- *What research-based interventions 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 are needed to carry out this intervention?*
- *How can our team assist the classroom teacher with the intervention?*

- *How can we utilize the student's strengths to facilitate the effectiveness of the intervention?*
- *What is a simple method to track the accurate implementation of the intervention (e.g., checklist of key steps to be implemented)*
- *Does the monitoring information measure the teacher's referral concern(s)?*
- *How frequently should the data be collected?*
- *Who will collect the monitoring information?*
- *Is the method used for collecting information sensitive to growth over a short period of time?*
- *Is there a logical method of tracking progress within the intervention itself (e.g., permanent samples of student's work that are directly tied to the goal)?*

The SIT/SAT is ready to move on to the next step when:

- **The team members agree that the intervention:**
 - **directly addresses the primary concern(s).**
 - **is judged by the teacher/interventionist to be acceptable, sensible, and achievable.**
 - **is realistic, given the resources committed.**
 - **can be expected to achieve the stated goal within the timeline selected.**
- **The intervention is defined by instructional focus, duration, and frequency.**
- **A method for tracking the accurate implementation of the intervention has been established.**
- **A team member is identified to monitor student progress toward the goal.**
- **The person responsible for checking in on intervention implementation is identified.**

Tips :

- ✓ You may want to invite staff members with expertise in a particular type of referral problem to attend a SIT/SAT meeting in order to ask them for intervention ideas. For example, a speech/language pathologist may be asked to attend for a student who has difficulty acquiring language concepts.
- ✓ It may be helpful to refer to the district's policy for progress monitoring.

**Whiteford Agricultural Schools
Student Intervention Plan Initial Meeting**

Student Name	Grade	Building

Date	Classroom Teacher(s)

Meeting Participants	Role

Problem Identification (2 minutes)

Define the primary concern in observable terms:

Problem Analysis (10 minutes)

Review baseline data collected (e.g., attendance, ODRS, grades, CBM data, behavior report card ratings, observation):

How does the student compare to peers (expected level of performance, classroom peer performance, small group peer performance)?

Consider why the student is having this difficulty by stating a hypothesis (use hypothesis checklist as a resource if needed):

Based on this hypothesis, what could we change in order to enable the student to attain the goal?

Instruction	Curriculum	School Environment

State what you would like the student to know and/or be able to do:

Intervention Plan #1 (15 minutes)

Goal Statement #1

By the target date of:	
------------------------	--

the student will:

Intervention #1

of minutes/day

of days/week

Interventionist's Name

--	--	--

State a measure that will be used for progress monitoring:

How frequently will the student be monitored? Progress monitor's name:

--	--

Who will support the intervention with check-in?

Intervention Plan #2 (10 minutes)

Goal Statement #2

By the target date of:	
------------------------	--

the student will:

Intervention #2

of minutes/day

of days/week

Interventionist's Name

--	--	--

State a measure that will be used for progress monitoring:

How frequently will the student be monitored? Progress monitor's name:

--	--

Who will support the intervention with check-in?

Action Plan (3 minutes)

Action Step	Person Responsible	Timeline

Who will share the meeting information with the student's parent(s)/guardian(s)?

Next meeting date and time (BRING DATA):

Parking Lot

HYPOTHESES

Here are some suggested hypotheses to use when considering why the student is struggling to meet expectations:

Lagging Skills:

- Specific academic skills are missing – consider which ones and reasons why
- Specific social/emotional/behavioral skills are missing:
 1. Shifting from one mind-set or task to another
 2. Persisting on tasks
 3. Completing tasks in logical sequence
 4. Sense of time
 5. Maintaining focus for problem solving
 6. Considering the likely outcomes or consequences of actions
 7. Considering a range of solutions
 8. Expressing concerns, needs, or thoughts verbally
 9. Managing emotional response to frustrations so can think rationally
 10. Seeing the “grays”/concrete, literal, black and white thinking
 11. Deviating from rules, routine, or original plan/Adapting to changes
 12. Inaccurate interpretations/cognitive distortions or biases
 13. Attending to/interpreting social cues and nuances
 14. Initiating conversations or connecting with others
 15. Seeking attention in appropriate ways
 16. Seeing others’ points of view/how own behavior is perceived by others
 17. Other: _____

Behavior Communicates a Need:

- Student is trying to get or obtain:
 - Choice, Attention, Objects, Internal events, More meaningful instruction, Self-stimulation, Play/fun, Replication of a chain of events, Justice or fairness, Sensory input, Other:

- Student is trying to protest, escape, or avoid:
 - Tasks, Request being made, A specific person or group, Undesired objects, Internal events, Lack of relevant instructional material, Past action by another person, Lack of choice, One step in anticipated chain of behavior, Lack of justice or fairness, Sensory input, Other:

Lacking Resources:

- Student is lacking one of the following resources that contribute to well-rounded development:
 - Emotional, Mental, Spiritual (optimistic outlook), Physical, Support System, Relationships/Role Models, Knowledge of the hidden rules of school

Hidden Rules of Economic Class (Ruby Payne):

- Student is shaped by a culture of poverty. Consider his/her beliefs about: possessions, money, personality, social emphasis, food, clothing, time, education, destiny, language, family structure, world view, love, and driving forces.

ENVIRONMENTAL CONSIDERATIONS

- Consider the student's INSTRUCTION, CURRICULUM and LEARNING ENVIRONMENT
- You should consider which of these factors are contributing to the student's difficulty meeting expectations and you will look to implement intervention in at least one of these areas.

INSTRUCTION: Instruction is **HOW** curriculum is taught. Here are some example variables in this area:

- Instructional decision making regarding selection and use of materials.
- Instructional decision making regarding placement of the student in materials
- Progress monitoring
- Clarity of instruction
- Communication of expectations and criteria for success
- Direct instruction with explanation and cues
- Sequencing of lesson designs to promote success
- Use of a variety of practice and application activities
- Pace and presentation of new materials

CURRICULUM: Curriculum refers to **WHAT** is taught. Here are some examples of variables in this area:

- Long-range direction for instruction
- Instructional philosophy/approaches
- Instructional materials
- Stated outcomes for the course of the study
- Arrangement of the content/instruction
- Pace of the steps leading to the outcomes
- General learner criteria as identified in the school improvement plan, the district curriculum and benchmarks and state standards

ENVIRONMENT: The environment is **WHERE** the instruction takes place. Here are some examples in this area:

- Physical arrangement of the classroom or other problem location
- Furniture/equipment
- Rules
- Management plans
- Routines
- Expectations
- Peer context
- Peer and family influence
- Task pressure
- Adult supervision

Section III: SIT/SAT Follow-Up Meeting Form

Purpose & Guidelines for Use:

The materials included in this section are intended to be used to support follow-up of the intervention(s) planned during the SIT/SAT meeting.

1. The Intervention Support Check-In form is available to the staff member assigned during the SIT/SAT meeting to check-in with the interventionist and/or teacher regarding the implementation of the intervention(s) planned during the SIT/SAT meeting. If any changes can be made at 2, 4, or 6 weeks to support the success of the intervention, they should be made without scheduling an additional meeting. If the intervention is deemed unsuccessful after several weeks, a Follow-Up meeting may be scheduled before the usual 6-8 week period.
2. The Follow-Up form is intended to be used during the scheduled SIT/SAT Follow-Up meeting. It contains sections to evaluate the effectiveness of the interventions used and to document the next steps that the Team will take in response to this outcome data.

Intervention Support Check-In

Student: _____ Teacher: _____

Week 2: Date _____

Are the interventions being implemented as designed at the meeting? Y/N

If not, why?

Are there additional supports/resources that are needed?

Is the frequency of the intervention implementation being recorded? Y/N

Is the student's progress being monitored at least once per week? Y/N

Week 4: Date _____

Are the interventions being implemented as designed at the meeting? Y/N

If not, why?

Are there additional supports/resources that are needed?

Is the student responding to the intervention?

Is the frequency of the intervention implementation being recorded? Y/N

Is the student's progress being monitored at least once per week? Y/N

Week 6: Date _____

Are the interventions being implemented as designed at the meeting? Y/N

If not, why?

Are there additional supports/resources that are needed?

Is the student responding to the intervention?

Is the frequency of the intervention implementation being recorded? Y/N

Is the student's progress being monitored at least once per week? Y/N

**Whiteford Agricultural Schools
Student Intervention Plan Follow-Up**

Student Name	Grade	Date

Building	Classroom Teacher(s)

Meeting Participants	Role

RESPONSE TO INTERVENTION: Is the plan working?
 Step 1: Review the data for each intervention (attach graphed data).
 Step 2: Consider the student’s response to the intervention.
 Step 3: Determine next intervention steps.

Describe the Intervention

Baseline	Original Goal	Outcome	New Goal

Is the student’s response to the invention (check one and complete corresponding step below):

#1-Positive (Met or Exceeded Goal)

#2-Questionable (Promising or minor progress)

#3-Poor (No progress or regression)

#1-If the student’s response is POSITIVE (choose one):

Select a new behavior or academic goal and create a new Intervention Plan (new form)

Adjust the current goal upward and continue the present Intervention Plan

Create a plan to discontinue/fade the present Intervention Plan and maintain gains

Comments/Action:

#2-If the student’s response is QUESTIONABLE:

Was the intervention implemented as designed?

Yes No

If no, please explain.

Was it the frequency of Implementation?

Yes No Indicate # of sessions:

Was it the accuracy of implementation (please comment below)?

If yes (implemented as designed), should the intervention intensity be increased?

Yes No

If no (not implemented as designed), what strategies will be used to increase implementation fidelity?

Comments/Action:

#3-If the student's response is POOR:

Was the intervention implemented as designed?

Yes No, (if no, reverse to #2 above)

If **yes**, was the problem identified correctly? Explain

Review the hypothesis from the Initial Intervention Plan Meeting. Are there other hypotheses to consider? If yes, use a new Intervention and Progress Monitoring Plan and proceed. If no, consider whether the intervention was aligned with the verified hypothesis. Is there another intervention to consider?

New Intervention

#of min/day	# of days/week	Interventionist's Name

How Frequently will the student be monitored? (by class period/activity/daily/weekly)

Who is responsible for monitoring student's goal?

Who is responsible for checking on this Intervention implementation?

--	--

Is there another intervention to review?

Yes No

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

If yes, use additional sheets as necessary.

Action Plan

Action Step	Person Responsible	Timeline

Who will share the meeting information with the student's parent(s)/guardian(s)?

--

Next meeting date and time (BRING DATA):

--

Parking Lot

--

Section IV: Staff Survey

Purpose & Guidelines for Use:

SIT/SAT Teacher Acceptability Questionnaire: After a staff member has participated in a SIT/SAT meeting and had sufficient time to try out the recommended intervention, he or she receives a copy of this questionnaire to complete. The survey provides the SIT/SAT Team with invaluable information about how staff members view SIT/SAT meetings, students' response to interventions planned by the team, and how well teachers/ interventionists felt that they could actually carry out the intervention plans.

SIT/SAT Teacher Acceptability Questionnaire

We are contacting you because you participated in your building's SIT/SAT Meeting this year for a student in your classroom. As a teacher, your feedback is very important in helping us to assess how effective the SIT/SAT Team has been at your school. Please take a few minutes to complete the items below. Thank you in advance for helping us to evaluate the SIT/SAT process!

1a. How would you rate the severity of the student's target problem(s) prior to your referring the child to PST?

Not at all severe **1 2 3 4 5 6** Very severe

1b. How would you rate the severity of the student's target problem(s) now (after referring the child to PST)?

Not at all severe **1 2 3 4 5 6** Very severe

Regarding the interventions used, please circle the number which best describes your agreement/disagreement with each statement, using the following scale:

1=strongly disagree 2=disagree 3=slightly disagree 4=slightly agree 5=agree 6=strongly agree

2. I liked the procedures used in this intervention. **1 2 3 4 5 6**

3. This intervention was a good way to handle the problem. **1 2 3 4 5 6**

4. Overall, this intervention was beneficial for the child. **1 2 3 4 5 6**

5. I had the resources (time/materials) needed to implement intervention. **1 2 3 4 5 6**

6. To what extent were you and/or others able to implement the PST intervention as designed?

Never/Didn't use the intervention **1 2 3 4 5 6** Every day/Exactly as planned

7. Have you gained intervention ideas or knowledge through your involvement with the PST Team that you will be able to use with other students?

Definitely NO **1 2 3 4 5 6** Definitely YES

8. In general, how helpful was the PST Team in helping you to achieve a positive outcome for the student?

Not at all helpful **1 2 3 4 5 6** Very helpful

9. What were the most helpful aspects of the PST process for you?

10. In your opinion, what areas could the PST Team improve to make it a better or more useful experience for teachers?

Thank you for taking the time to complete this survey! Your input is much appreciated!

Section V: PST Flowchart

Section VI: Questions and Answers

1. Who does the observations and takes initial data?
 - a. Each team member will make an attempt to observe the student, with the understanding that not all team members may complete the observation. Baseline data will depend on the type of data that needs to be collected. (ex. If attention is the concern, the school nurse may take data. For academic concerns, initial data may be encompassed in SIT/SAT form and will be related to the area of concern. This could be determined when the Behavior Interventionist meets with the teacher.

2. Who fills out the request for evaluation form?
 - a. One of the grade level team members will fill out the form at a Grade Level Meeting.

3. Without a SIT/SAT, what meeting do we look at changing or modifying intervention?
 - a. Changes can be made at Grade Level Meetings or a SIT/SAT.

4. Will this result in more work for people involved?
 - a. It may.

5. What do we tell a teacher if they say they want to do a SIT/SAT to get the Special Ed process started?
 - a. Remember that the “process” begins when a student begins school and benchmarking, intervention, progress monitoring, etc... are all being done. The District’s MTSS processes are in place to gather data on all students.