

Using Care Teams to Problem Solve for Students

Alicia Diaz, Sarah Kline & Lauren
Palmer, School Psychology Effective
Practice Specialists

Adrienne Azama, School Psychologist



Outcomes

- Identify purpose served by Care Team
- Identify key component/principles of effective Care Teams
- Identify responsibilities of Care Teams
- Identify how to begin implementing effective Care Teams in buildings
- Or, revise current Care Team processes

Reference to SPED Law

Every Student Succeeds Act (ESSA; PL 114-95)

- “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”
- Accountability

MSIP 6

- Schools provide a comprehensive multi-tiered system of supports that address the academic, emotional, behavioral, social, and physical needs of each student

Data Based Problem Solving and RTI/MTSS as a Best Practice

Data-based problem solving is a systematic process designed to facilitate continuous improvement.

1. Collect and analyze data to understand needs
 - a. academic and behavioral
2. Evidence based interventions are identified to address need
3. Data is collected and analyzed to understand:
 - a. Success of intervention
 - b. Changes to intervention if goal is not met

(Pluymert, 2014)

RTI is fundamentally a data-based problem solving approach to supporting appropriate instruction for students.

“Delivering scientifically based interventions with integrity and monitoring (frequently) how the student responds to those interventions provides an invaluable data base of important information about the need to change or sustain the intervention in a timely fashion. An RTI approach to determining educational need...keeps the focus of our professional resources where they need to be, on student outcomes.”

(Prasse, retrieved May, 13 2022)

Care Teams as a Problem Solving Team for Students

School based teams designed to support individual student needs go by many names: Care Team, Student Support Team, Student Intervention Team, Student Study Team, Student Assistance Team

- Each of these teams might by definition have slightly different purposes, but often we find that these terms are used interchangeably to describe the team's engagement in the problem solving process and using data to make instructional decisions for students within an RTI/MTSS system.

“The student support team's primary aims are to establish, monitor, and adapt the systems at Tiers 2 and 3.”
This includes:

- planning for students, including determining (or designing) appropriate interventions for both academic and behavior skill development
- monitors the effectiveness of interventions
- supporting staff in their implementation of interventions, data collection, and data analysis

(McIntosh, K. and Goodman, S. 2016. pp. 166-167)

Leadership in the Team Process

One of the most important and even necessary components of the implementation of RTI and CARE teams is leadership from the school principal.

The school principal supports the process by with active engagement in:

- Participation in CARE team meetings
- Developing a school climate that envelopes RTI systems and continuous improvement
 - The team's purpose is to define the problem and determine appropriate intervention (s) in order for the student to remain in the classroom. The end goal is not a referral for special education.
 - Data utilized to reflect on practices and the systems with an understanding that these practices impact student success
- Allocates resources including, time for interventions and CARE team meetings, staff involvement in intervention and meetings, and intervention and progress monitoring tools
- Ongoing professional development

The principal should expect that implementing RTI will take time and result in shifts to staff and school dynamic.

Development and implementation of a full scale RTI system can take 3-5 years to be established.

(McCook, 2006, pp. 39-40 ; Pluymert, 2014 pp. 25; Hall
retrieved May 2022; Batsche retrieved May 2022)

Implementing an Effective Team Process

Bringing it all together...

It's important to build a foundation including support from district leadership and parents. School staff and team members should be trained.

Team members could include special education teachers, behavior coaches, reading specialists, counselors, social workers, and psychologists. These should be chaired by the school principal.

When working with your team:

- The Principal leads the team
- The Principal trains team members and any new team members over time
- Each member has an assigned and understood role
- All ideas are considered in a collaborative consensus building process

(McIntosh, K. and Goodman, S. 2016 and McCook, 2006)

RTI, CARE Team, Problem Solving Structure

With the problem solving method as a foundation for the CARE team process, there are specific practices that the CARE team will engage in to support effective implementation of RTI.

Reminder of the three tiers of intervention:

- Tier 1-core instruction
- Tier 2- supplemental instruction
- Tier 3- intensive instruction

Data Sources:

- Universal Screening
- Progress monitoring
- Classroom assessments
- District assessments

Data Decision Rules:

- Establish rules for the interpretation and instructional implications of data

Intervention Support and Fidelity:

- Selecting appropriate interventions
 - Evidence-based and appropriate to address skill deficit
- Provide intervention for up to 10 weeks. Document the frequency and content of the intervention.

Team Responsibilities

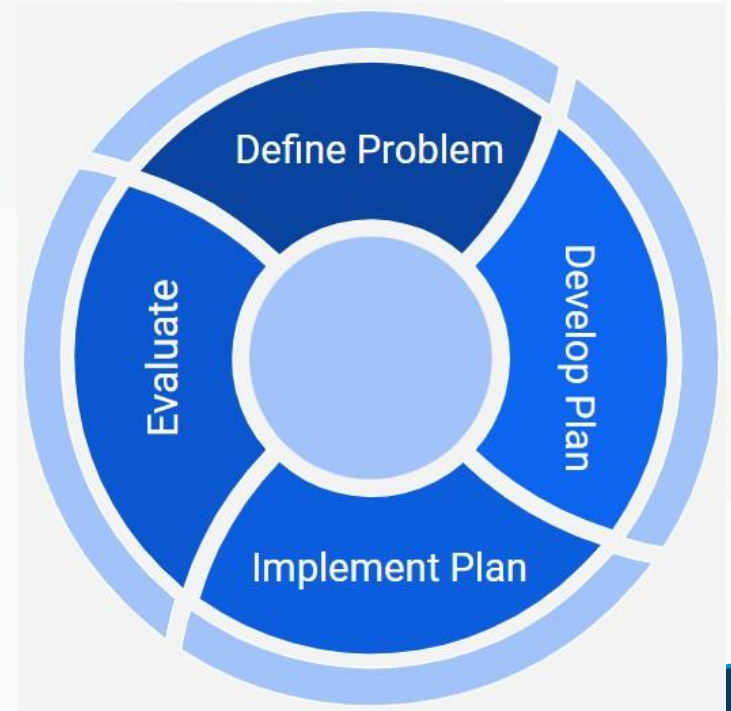
Following universal screening/collecting benchmark data and the implementation of evidence-based tier 1 instruction and universal supports, teachers should review their data to identify students that are falling below benchmark targets.

The Care Team **referral process**, “must become an institutionalized process, consistently administered and monitored in order to bring about effective change.” McCook. 2006. pg. 47

students are referred to Care Team only when there is data, and universal supports have not been effective (pg. 48)

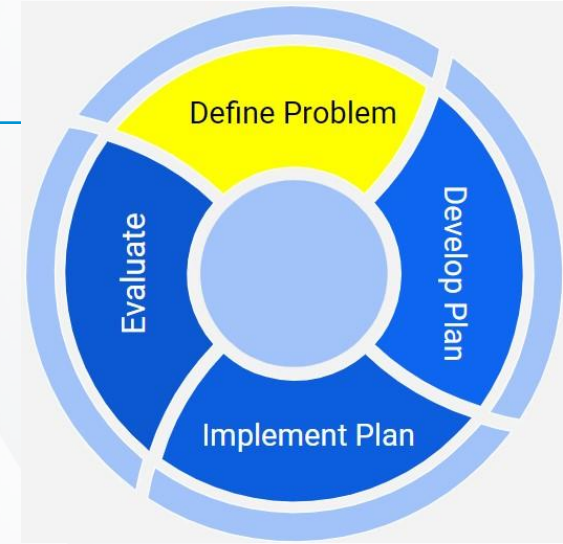
At the Care Team meeting the Team will:

- Define the problem
- Develop a plan and
- Implement the plan
- Evaluate



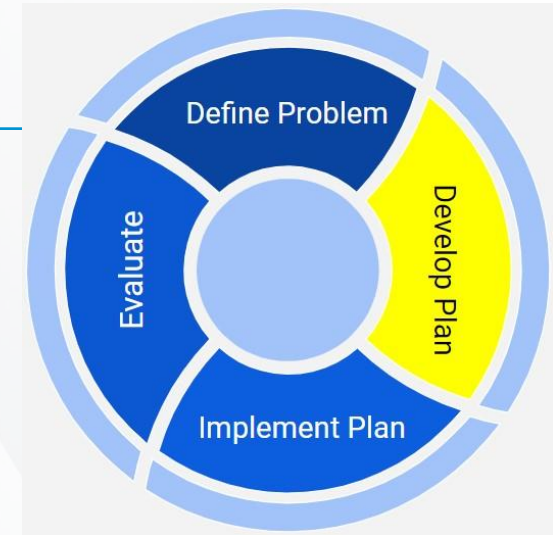
Define & Analyze Problem

- Include appropriate expertise on team
- Develop a clear, measurable, and operational definition of the **problem**.
 - Define difference between target student performance and expected performance
 - State problem in observable terms
- Use available data to analyze the problem
 - Skill vs. performance
 - Is data sufficient to confirm/refuse hypothesis of root cause?
 - Is root cause within the school's influence?



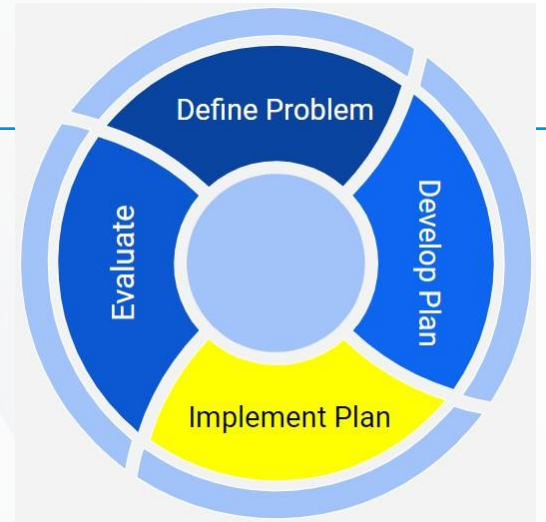
Develop Plan

- Develop clearly defined **goals** that are specific and measurable
- Collect baseline data and set long range goal
- Determine the who, what, where, and when, for implementation of the intervention and a plan for on-going data collection (progress monitoring)
- Identify and describe intervention that targets the identified problem
 - consider acceptability of intervention
- Identify progress monitoring that measures the skill(s) being addressed by the intervention
- Identify how implementation integrity/fidelity will be ensured and measured
- Identify decision-making rules
 - When is the intervention successful/when does it need to be changed?
- Schedule regular progress reviews (generally 6-8 weeks)



Implement Plan

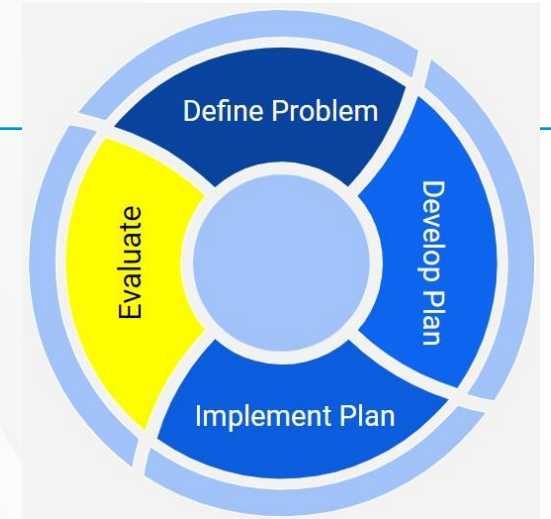
- Follow written intervention plan created during plan development stage
- Collect progress monitoring data



Evaluate

Review goals and data

- If goal has been met:
 - decrease or discontinue intervention
 - continue to progress monitor to ensure success is maintained
- If goal has not been met:
 - consider restarting the problem solving process to ensure correct problem identification or correct hypothesis was chosen
 - review fidelity of intervention
 - consider increasing intensity of intervention (time, frequency)
 - consider need for additional, layered supports to increase intensity to overall intervention plan



Strategies for Effective Teaming

Buy In!

At least 80% of group must be in agreement to support implementation

Other strategies:

- Mission Statement or set of beliefs
 - Decisions are best made with data
 - No child should be left behind
- Team Norms
- Specified team member roles (for example, facilitator, note taker, time keeper, data manager)
- Agenda
- Use of forms for consistency in documentation, such as referral form, CARE team decision documentation, intervention and progress monitoring documentation

(Batsche, retrieved May 2022; McIntosh, K. and Goodman, S. 2016)

Hazelwood School District-Brown Elementary School

Thank you to Adrienne Azama, SSD School Psychologist, at Brown Elementary in the Hazelwood School District, and the Brown Elementary team for providing the following content.

Adrienne is one of the leaders of the development, implementation, and maintenance of the CARE team process at Brown Elementary.

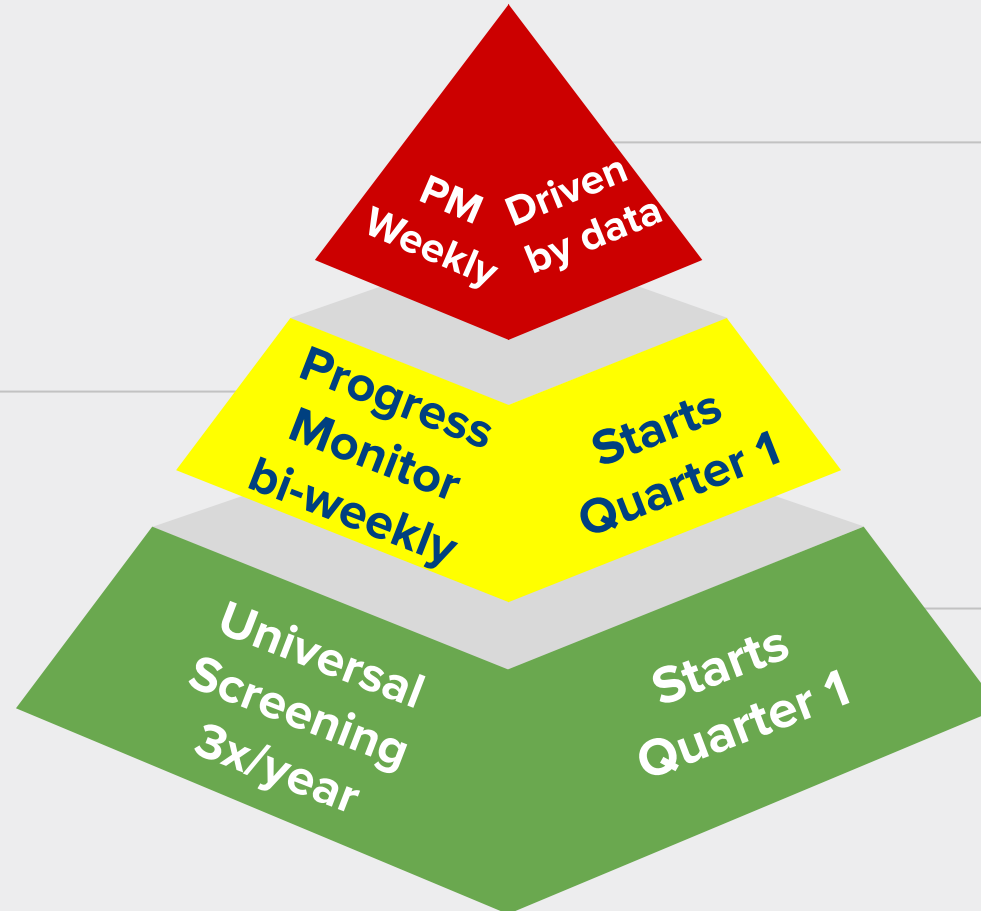
RTI Process Overview

Tier 2 Interventions - PLC Team

Classrooms data on track - Start Tier 2 interventions for needed students - skills determined by screening data percentiles & *grade level guidelines*

Document on *RTI Timeline*
Document during PLC decisions made and any need for changes.

Create PM schedules in AIMSweb with long term goals:
At-Risk bi-weekly, Some Risk - 1x/month



RTI Block: 8:50-9:20 am Tuesday-Friday
Target: 2 days e.g. ELA, 2 days Math

Tier 3 Interventions - Care Team

1) Review of Screening Data indicates need for intensive intervention

3 2) Complete *CARE Team Referral Form* following unsuccessful Tier 1/2

3) Intervention Plans reviewed in 6 week cycles

Tier 1 Core Instruction - PLC Team

1 1) Focus on Core Instruction /PBIS Implementation &

2) Review of Universal Screening Data (BESS-T for behavior) /Dyslexia Screeners

Is there a need for classwide intervention? - Is the class median score below benchmark?

PLC and CARE Team Prep

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August-September:

- Establish Leadership Team
- PLC and CARE Team schedule finalized
- Intervention schedule finalized (including interventionist)
- Intervention, Progress Monitoring, and Benchmark Tools are identified
- Classroom and building Universals are established
- Benchmarking is completed
- Grade Level Targets are established (see example on next slide)

PLC/ CARE Team Timeline

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Quarter 1:

- PLC's Determine need for Classroom Intervention vs. Tier 2
 - Refer to CARE team if data presents significant need, such as a history of Tier 2 and Tier 3 support.

Quarter 2:

- PLC's Determine to continue with Tier 2 or change
 - No additional need for intervention, different Tier 2, move to CARE team and Tier 3 etc.
 - Students who do not meet grade level targets by the end of the first semester should be placed in Tier 2 Intervention

Tier 1: Grade Level

Teams/PLC's

Tier 1:

- For all students
- Universal instruction and supports
- Universal screening
- Approximately 80% -90% of students should be academically and behaviorally successful with the support of effective Tier 1

Brown's Grade Level PLC's meet weekly to discuss student data and guide core instruction.

The team's responsibilities:

- Use data to set grade level goals and develop grade level instructional plans and differentiated instruction plans
- Based on data, discuss students not responding to Tier 1 who may need Tier 2 or 3 level interventions

Who:

- Administrator
- Instructional Specialist/Coach
- All teachers supporting the specific grade level
- Paraprofessionals providing intervention supports

Tier 2: Grade Level Team/PLC's

Tier 2:

- 10-15% of students (not responding to Tier 1)
- Small group supplemental teaching and support
- Progress monitoring

Brown's PLC's designate 1 meeting every 6 weeks to discuss student data.

Responsibilities of the Team:

- Review data to determine intervention progress and next steps for students identified for or currently participating in Tier 2
- Identify the problem to determine:
 - Groups for RTI blocks
 - Intervention who, what, when, where
 - Data collection who, what, when, where

Who:

- Administrator
- Counselor and School Psychologist
- Instructional Specialist/Coach
- All teachers supporting the specific grade level
- Paraprofessionals providing intervention support

Tier 3: CARE Team

Tier 3:

- 1-5% of students
- Small group, more frequent and/or longer duration
 - Could be the same interventions curriculum as Tier 2
- Individualized and comprehensive intervention
- Specific and individual needs
- Progress Monitoring

Brown's Teachers request at PLC's and complete referral form. These meetings are scheduled as needed.

Responsibilities:

- Review data to determine intervention progress and next steps for students referred to or receiving tier 3 intervention supports
- Identify the problem to determine:
 - Intervention who, what, when, where
 - Data collection who, what, when, where

Who:

- School Administrator
- Parent
- General Education Teachers
- Counselor
- School Psychologist
- Special Education Teachers
- ESL Teachers, Interpreters, if needed

Brown Elementary Grade Level Targets

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Students who do not meet targets below by the end of 1st Semester - should be placed in Tier 2 interventions and/or considered for Tier 3 Care Team Referral

Targets by End of 1st Semester

Kindergarten:

- Reading: Identifies fewer than 52 letters with 26 correlating sounds
- Math: Identifies fewer than 10 numbers 0-20
- Writing: Prints fewer than 13 upper and lower case letters; unable to correctly write the initial letter sound of a word they are writing

First Grade:

- Reading:
 - Sight words: recognize 50 of 106 Hazelwood School District grade level Sight word list
 - Reading Level: reads at a DRA Level 8 or below by January (DRA's quartley)
- Writing:
 - Write to a given prompt (Topic sentence, 3 supporting details and ending sentence)
 - Grade level conventions
- Math:
 - Read, identify and write numbers 0-100
 - Add and subtract within 10 (M-Comp-once a month to progress monitor) By January they need to be at 28 points or higher on M-Comp.

Second Grade:

- Reading:
 - Sight Words: recognize 50 of 100 Hazelwood School District grade level Sight word list
 - Reading Level: reads at a DRA Level 24 and/or SRI score of 300 below.

Brown Elementary Intervention Groups

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Brown RTi 2021-22 (1st Quarter)

Grade	Teacher	Students in Groups	Skill	Strategy/Intervention Used
K		Tier 2 Reading PM AIMweb Letter Word Sound Fluency - bi-weekly (6 students)	Applying Letter Sounds (phonemic awareness)	Foundations Tools - Intervention Activity Guides
K		Tier 3 Reading - PM AIMSweb	Letter ID & Phonemic Awareness	Foundations Tools - Intervention Activity Guides
K		Tier 1 Reading	Blending Sounds/Words	Foundations Tools - Intervention Activity Guides: Build/ Manipulate words using letter tiles
K		Tier 2 Math - 2nd Quarter		
K		Tier 3 Math - 2nd Quarter		
K		Tier 1 Math - 2nd Quarter		

CARE Team Meeting

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Two CARE Team Options:

Individual Student Meeting	Care Team Staffing Meeting
Individual Student Meeting	CARE Team Staffing
Meet as Needed	Meet on a regular schedule
Parent invited	Parent consulted ahead of meeting
Identify skills areas for improvement	Identify skill areas for improvement
Develop individual intervention plan	Develop group intervention plan
Set Action Goals	Set Action Goals
Determine Progress Monitoring	Determine Progress Monitoring
Identify Case Manager and date for review meeting	Reviewed after 9-12 weeks, identify date for review meeting

Following the CARE Team:

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- Implement CARE Team Recommendations
 - Intervention
 - Progress Monitoring
 - Duration 9-12 weeks with fidelity
 - Have data prepared for scheduled Review Meeting
- CARE Team Data Review
 - Problem Solved-Return to Tier 1
 - *Adequate Progress*, consider continuing intervention or modify
OR
 - *Limited Progress*, Intensify/Change if rate of improvement is not adequate
 - intensify
 - consider referral for special education
 - If needed, set date for CARE Team Data Review

CARE Team Members and Roles

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Team Member:	Role:
Building Administrator (Principal or Assistant Principal)	Leadership
Team Coordinator (Counselor)	Review teacher referrals, ensure referrals are complete, schedule meetings. Invites parents (see sample parent letter / phone call).
Team Facilitator	Facilitate meeting: introductions, goals for the meeting, keep on track, summarize plan.
Data Manager (School Psychologist)	Provides interpretation of progress monitoring and other available data. Makes recommendations for interventions and progress monitoring.
Note Taker	Completes ongoing intervention plan form with meeting notes which includes: progress toward intervention, changes to interventions and progress monitoring, additional notes. Distributes copies of intervention plan to parents, teacher, staff who are interventionist following each meeting.
Time Keeper	Keeps meeting on track and politely reminds of time remaining.
Parent	Active participant. Can pair a staff member to support parent understanding during meeting.
Case Manager	Support teacher before meeting to ensure prepared and follow up after meeting to ensure intervention plans are understood and in place.

Brown's Interventions

Academics

1-2 student(s)
Intensive

Evidence Based Intervention

Social, Emotional, Behavior

Building Plan, Functional Behavioral Assessments/Behavioral Intervention Plans, Mental Health Services, 1:1 Counseling, Crisis Intervention (building based de-escalation team), Student Code of Conduct Levels 3, 4

Small group
Evidence Based Interventions

Counselor Groups, Behavior Consultation, Restorative Circles, Student Code of Conduct Levels 1, 2

Core Curriculum/Instruction,
Family/School
Communication

PBIS Model: school/class
wide expectations, Character
Education, SEL Curriculum
(e.g., Second Steps),
Restorative Practices, Student
Code of Conduct

Tier 3

Tier 2

Tier 1

Brown's Data Collection Tools

Academics

K-5 AIMSWEB Reading and Math
Progress Monitoring

K-5 AIMSWEB Reading and Math Progress
Monitoring

K-2 AIMSWEB
3-5 SRI
3-5 STAR Math
Hazelwood Screening for Tier 2
Reading

Social, Emotional, Behavioral

Intervention Progress Monitoring Data
Attendance (group or individual)
Discipline Referrals

Bess
Attendance
Discipline Referrals
Intervention Progress Monitoring
Data (group or individual)

BESS
Attendance

Tier 3

Tier 2

Tier 1

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Resources for Support

<http://www.rtinetwork.org/getstarted/develop/developingplan>
[Self-Assessment of Problem Solving Implementation](#)

<http://www.rtinetwork.org/getstarted/develop/create-your-implementation-blueprint-stage-1-exploration>
[Self-Assessment of Problem Solving Implementation](#)

<http://www.rtinetwork.org/getstarted/checklists-and-forms>
Downloadable Checklists: Problem Solving Checklist and Critical Components Checklist