Multidisciplinary Team Implementation Support Tool

Introduction

Ohio's Dyslexia Guidebook defines Multidisciplinary Teams (MDT) as teams that form at the district, building, grade, and/or student levels tasked with using a structured data-based decision-making framework to build the multi-tiered system of supports (MTSS) for prevention and intervention that will increase the reading performance of all students (p. 19). Ohio's Dyslexia Guidebook uses the term MDT in a broad context. Teams who use the Reading Tiered Fidelity Inventory (R-TFI) may choose to use a narrower definition of MDT to include:

- a school team responsible for school-wide access to intervention supports,
- a school team that guides how to intensify intervention instruction for students,
- a school team that focuses on implementing the Advanced Tiers of the R-TFI to ensure timely, effective, and coordinated intervention support.

The National Center on Intensive Intervention developed a series of webinars and modules to support the implementation of specialized teams. What Does it Take to Meet the Needs of Struggling Readers? An Overview of Essential Practices for Intensifying Literacy Instruction describes teaming structures, practices, and supports necessary for supporting learners with persistent learning needs.

Purpose and Instructions

The purpose of the Multidisciplinary Implementation Support tool is to provide districts with a fidelity tool to assess components of creating and implementing MDTs to intensify literacy intervention instruction. The support tool is divided into four components: (a) membership, (b) responsibilities, (c) meeting expectations and logistics, and (d) data protocols.

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HOW TO COMPLETE THE TOOL

1. District-level administrators, building-level administrators, and coaches may complete this tool. The results should inform the creation, implementation, and further refinement of MDTs in the district.
2. For each item, determine the **current level** of implementation and rate using the scoring guidelines in the table.
3. Use the **Notes** column to indicate examples of documentation that can be used to provide evidence for the score.
4. Use the **Action Steps** column to indicate next steps by the team to fully install and implement the Component.

SCORING GUIDELINES		
Level 3	**Level 2**	**Level 1**
All elements of the component are in place, including those marked with ❖.	At least half of the Level 3 criteria are in place, including 1 or more of the ❖ items.	Less than half of the Level 3 criteria are in place. No ❖ items are currently in place.

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Component 1: Team Membership

Use this table to note current implementation progress and the action steps related to fully installing membership on a multidisciplinary team.

COMPONENT 1	CURRENT LEVEL OF IMPLEMENTATION			NOTES	ACTION STEPS
TEAM MEMBERSHIP	3	2	1		
❖ Reading Specialist holds credential(s) from ODEW approved list of professional development. ❖ Staff with expertise in identification, intervention, and remediation of students with reading difficulties (Structured Literacy certification) ❖ Principal • Teacher representative from each grade or grade band • School Psychologist • Speech Language Pathologist • A person in the role of systems coaching • District office representative					

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Component 2: Team Responsibilities

Use this table to note current implementation progress and action steps related to defining the responsibilities of a multidisciplinary team.

COMPONENT 2	CURRENT LEVEL OF IMPLEMENTATION			NOTES	ACTION STEPS
TEAM RESPONSIBILITIES	**3**	**2**	**1**		
❖ Use screening assessments and other data sources to determine students needing intervention. ❖ Review student data (progress monitoring, diagnostic, interventionist observation, etc.) to develop, implement, adapt, and evaluate student intervention plans. ❖ Monitor the fidelity of interventions. ❖ Develop a reading intervention schedule to ensure adequate time is allocated for intervention instruction and is coordinated with Tier 1 reading instruction. • Develop knowledge and skills of interventionists to implement tier 2 and 3 supports. • Develop the knowledge and skills of grade-level teams to ensure intervention strategies are embedded in tier 1 to promote skills transfer. • Engage teachers, students, and their families/caregivers in designing and refining intervention plans.					

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Component 3: Team Meeting Expectations and Logistics

Use this table to note current implementation progress and action steps for defining expectations and logistics for the multidisciplinary team meetings.

COMPONENT 3	CURRENT LEVEL OF IMPLEMENTATION			NOTES	ACTION STEPS
TEAM MEETING EXPECTATIONS AND LOGISTICS	3	2	1		
❖ As needed to support student learning, typically mirroring weekly progress monitoring scheduling • As needed based on the number of students accessing intervention supports (Note: Not all team members need to meet as frequently. It could be a subset of the full Multidisciplinary Team.) • The team keeps school and district leaders informed about time allocations to ensure the team has the needed time to fulfill their responsibilities.					

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Component 4: Team Data Discussion Protocols

Use this table to note current implementation progress and action steps for defining multidisciplinary team data discussion protocols.

COMPONENT 4	CURRENT LEVEL OF IMPLEMENTATION			NOTES	ACTION STEPS
TEAM DATA DISCUSSION PROTOCOLS	**3**	**2**	**1**		

❖ The team is trained to use <u>a structured data-based decision-making process</u> (problem-solving model), which includes:
   o Problem identification
   o Problem analysis
   o Plan development and implementation of interventions
   o Plan evaluation
• The team uses the problem-solving model after screening to support decision-making for students with dyslexia or students identified as at risk (Appendix).
• The team uses the problem-solving model during progress monitoring review to support decision-making for students with dyslexia and/or students not responding to intervention (Appendix).					

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Appendix

SAMPLE PROTOCOLS FOR PROBLEM-SOLVING MODEL

Problem-Solving Step	Questions to Guide Data Review	Sample Response	Action Steps needed to implement this step
Problem Identification	1. What percentage of students are at or above benchmark? 2. What is the individual student's composite score on beginning, middle, and/or end of the year screening? 3. What is the student's component scores on the screening?	**System:** First grade middle of the year Benchmark data shows 50% of students at reading benchmark. **Student:** Josh is reading 11 WCPM on 1st grade ORF with 44% accuracy.	
Problem Analysis	1. Are we using the evidence-based high-quality instructional materials in tier 1 as intended? 2. What diagnostic and progress monitoring data do we have to determine specific intervention needs? 3. Do we need additional data to generate a hypothesis about the factors contributing to the problem?	**System:** After a review of curriculum, instruction, educator knowledge, and structure we find that limited time is focused on Word Recognition in 1st grade. **Student:** Class observations and interviews with Josh show he struggles in all aspects of reading. He is strong when texts are read aloud and class discussion. NWF – weak in CLS and WWR Decoding survey - weak in alphabetic principle PSF – only identifying initial sound	

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Problem-Solving Step	Questions to Guide Data Review	Sample Response	Action Steps needed to implement this step
Plan Development	1. What is the plan for implementation? 2. What is the end goal? 3. What resources are needed? (time, staff, materials) 4. How will system and student progress be monitored? 5. Who will provide the intervention? (who, when, where) 6. How will we measure intervention fidelity? 7. How will we use Decision rules to determine what will constitute a positive, questionable, or poor response 8. When will the team meet to review data and determine progress?	**System:** Alter schedule to ensure daily focus on Word Recognition skill building using structured literacy format and materials in both whole and small groups. **Student:** Participate in small-group intervention 3x/week using program *XYZ* focused on sound-symbol connection and blending Include a 1-minute PA warmup focused on the sound that is taught in the lesson.	
Plan Evaluation	1. Is the plan working? 2. What data do we have to support our conclusion? 3. Do we have ongoing brief, reliable, and valid progress monitoring data to determine the student response to based on the pre-established decision rules for a positive, questionable, or poor response? 4. Did the intervention yield a positive response? a. If yes, continue the intervention as planned until the goal is met,	**System:** By May 2024, 65% of students reached benchmark. Begin school year with schedule using structured literacy format and materials for whole and small groups. **Student:** By May 2024, Josh scored 58 CLS on NWF but only 8 on WWR Continue intervention but refine to focus on blending.	

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Problem-Solving Step	Questions to Guide Data Review	Sample Response	Action Steps needed to implement this step

	increase the goal, or begin to fade the intervention.
	5. Is the response questionable?
	   a. If yes, the team should review fidelity data to ensure the intervention was delivered as designed, and address fidelity issues if necessary.
	6. Is there no concern with fidelity?
	   a. The team may choose to increase intensity of the intervention to improve the rate of growth.
	7. Is the response to intervention poor?
	   a. If yes, fidelity should be reviewed and addressed if necessary to ensure the intervention was delivered as intended.
	   b. If fidelity is good, the team should return to the problem-solving process to determine a more appropriate and effective intervention.		

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