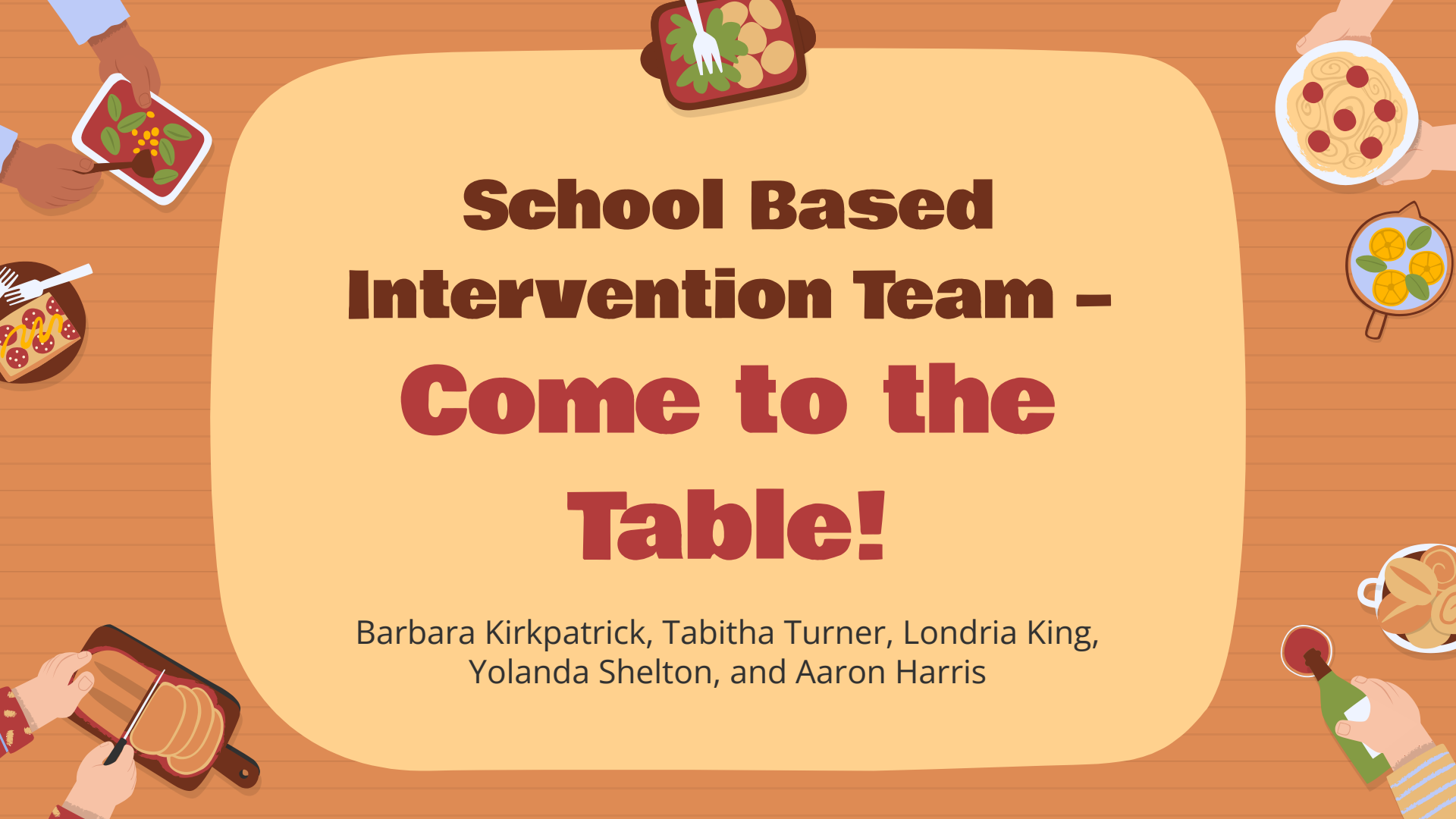


The background is a light brown wooden table. In the top left, hands are shown preparing a dish in a white square pan with red sauce and green leaves. In the top center, a red square pan contains yellow round items and green leaves, with a white fork sticking out. In the top right, a white round bowl holds yellow noodles with red circular toppings. Below it, a small blue round pan contains yellow circular items and green leaves. In the bottom left, hands are slicing a round pizza with toppings on a wooden cutting board. In the bottom right, a hand holds a green bottle, pouring red liquid into a small white cup, next to a white bowl containing brown bread rolls.

School Based Intervention Team – Come to the Table!

Barbara Kirkpatrick, Tabitha Turner, Londria King,
Yolanda Shelton, and Aaron Harris

Learning Outcomes for Today



Who is at the SBIT table? What data & information are needed?



What happens during the SBIT meeting?



Pre- and Post-meeting insights



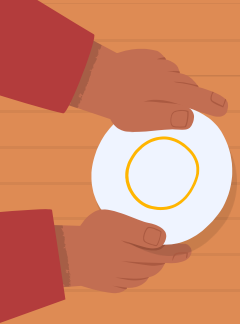
MTSS

The **Multi-Tiered System of Supports** is a proactive approach to identifying students with academic, behavioral, and/or social emotional needs.



SBIT

The **School Based Intervention Team** consists of people with specific roles. The team implements the MTSS framework by holding meetings to gather information about the student, review any previous data, and discuss interventions and next steps.

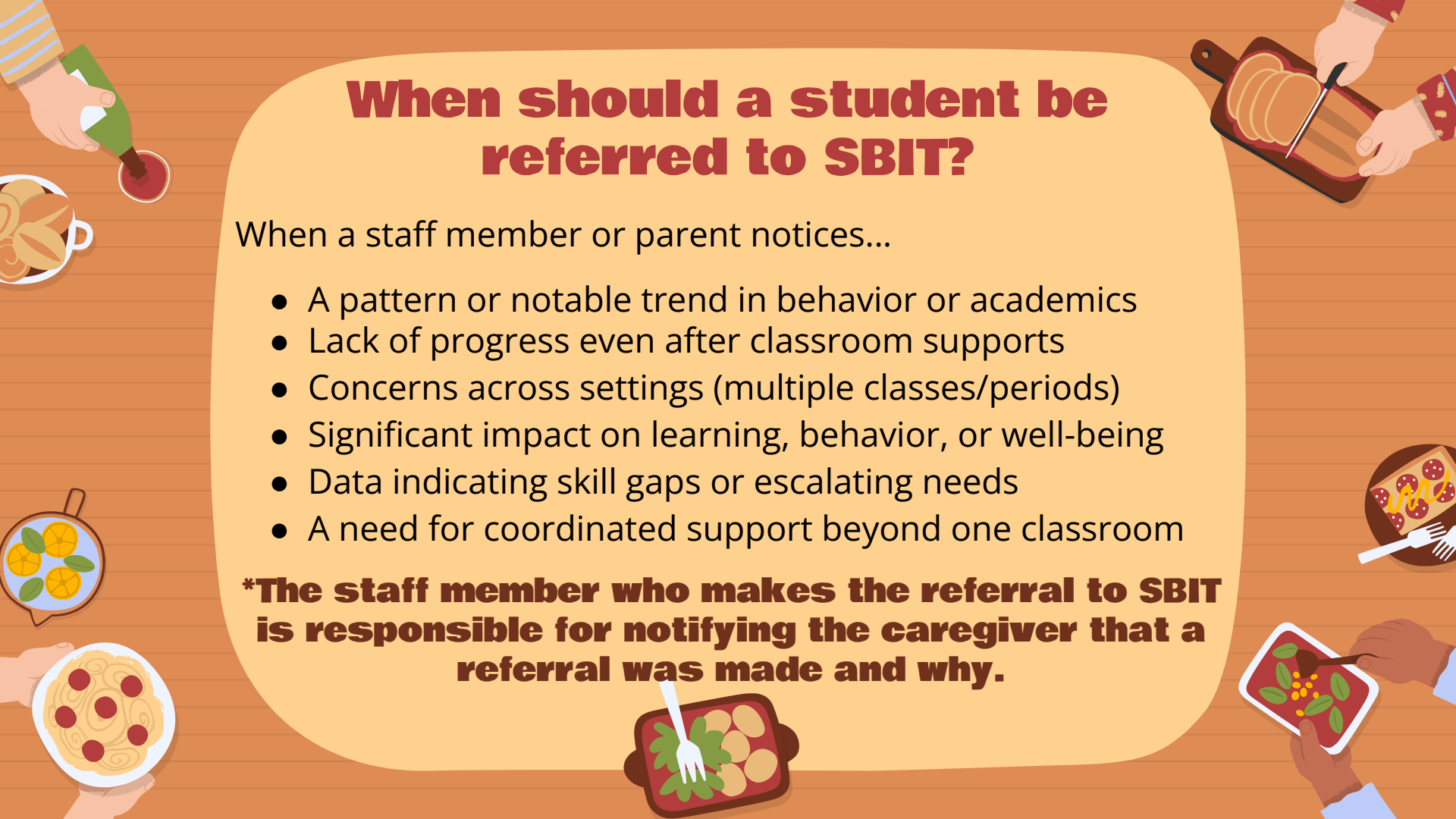


Why SBIT?

The goal of SBIT is to ensure success for all students through a collaborative, data-driven approach.

We use consistent steps so that decisions are:

- Timely
 - Equitable
 - Effective
 - Data-driven
- 

The background is a warm orange-brown color with a subtle wood-grain texture. It is decorated with several food-related illustrations: a hand pouring red wine from a green bottle into a glass at the top left; a hand slicing a loaf of bread on a wooden cutting board at the top right; a hand holding a fork over a plate of spaghetti with red sauce and green herbs at the bottom left; a hand holding a fork over a plate of food at the bottom center; a hand holding a fork over a plate of food at the bottom right; and a hand holding a fork over a plate of food at the bottom right.

When should a student be referred to SBIT?

When a staff member or parent notices...

- A pattern or notable trend in behavior or academics
- Lack of progress even after classroom supports
- Concerns across settings (multiple classes/periods)
- Significant impact on learning, behavior, or well-being
- Data indicating skill gaps or escalating needs
- A need for coordinated support beyond one classroom

***The staff member who makes the referral to SBIT is responsible for notifying the caregiver that a referral was made and why.**

Aaliyah - 7th grade

- Aaliyah is a typical 7th grade student. She made A's and B's in 6th grade, and had no major behavior incidents or office referrals. **No prior SBIT referrals.**
- Aaliyah has started having **verbal outbursts** in Math, and asks often to leave class.
- Mom has shared with Ms. Math Teacher that Aaliyah has gotten an **attitude at home** and has started to talk back.
- Ms. Math Teacher shares that Aaliyah's **effort and work completion have dwindled**. She has several missing and incomplete assignments.
- She has scored low on classroom tests, despite targeted small group instruction from Ms. Math Teacher.
- Current Quarter 2 Math grade: **47%**
- Progress Monitoring from Ms. Math Teacher shows little progress.
- 6th grade Atlas: ELA Summative: **Level 3**; Math Summative: **Level 3**
- 7th grade: Atlas ELA Fall Interim: **Level 2**; Math Fall Interim: **Level 1**

On the Menu



1

Meet the Chefs

Who is at the table?

2

Appetizers

Reason for SBIT referral

3

Soup & Salad

Interventions & supporting data

4

Entree

Active problem-solving

5

Appetizers

Roles & responsibilities

6

Dessert

Something to take home



The slide is framed by various food-related illustrations. In the top-left corner, there is a tray of food with a fork. In the top-right corner, a hand holds a white plate with a yellow circle. In the bottom-left corner, a hand holds a small white dish with green leaves and yellow dots. In the bottom-right corner, a hand holds a green bottle, and next to it is a bowl of food with orange and brown elements.

1

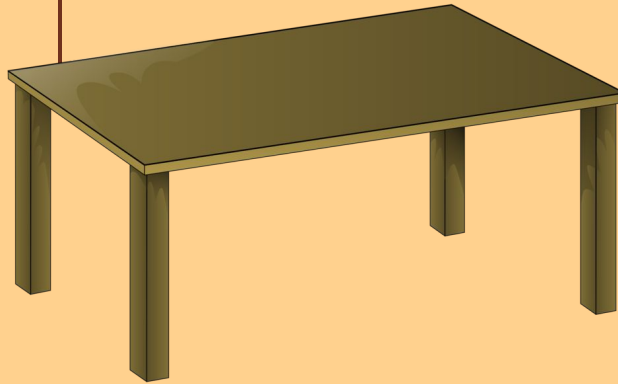
Meet the Chefs

We're not here to "grill" anyone – we're here to serve students.

Meet the Chefs

SBIT Chair

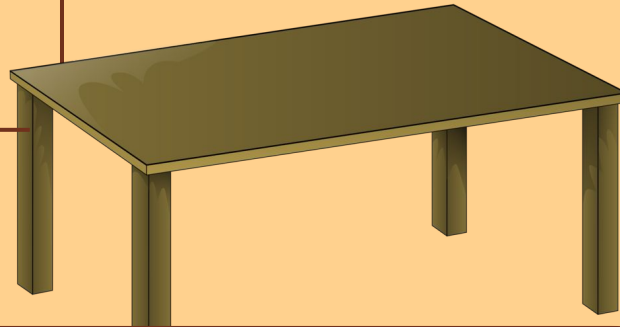
- Schedules meetings with parents & SBIT team members
- Begins introductions and states the purpose of the meeting
- Takes notes throughout the meeting



Meet the Chefs

**SBIT
Chair**

**Classroom
Teacher**



- Brings all relevant data (grades, work samples, Atlas scores, behavior documentation, etc.)
- Shares why the student was brought to SBIT, provides background information to the team
- Progress monitoring data and prior interventions used
- Can provide input from other team members



Meet the Chefs

**SBIT
Chair**

**Classroom
Teacher**

Counselor

- Provides additional information about the student, as well as background information from prior meetings with the student and/or parent

Meet the Chefs

**SBIT
Chair**

**Classroom
Teacher**

Counselor

**Special Education
Teacher**

- Provides IEP, prior psychoeducational, or speech testing information, if applicable
- Schedules a separate referral conference following due process timelines, if needed
- Provides information about SPED services
- If the student has a current IEP, a Notice of Conference and Notice of Action should be completed*

Meet the Chefs

**SBIT
Chair**

**Classroom
Teacher**

Counselor

**Special Education
Teacher**

Administrator(s)

- Provides insights to prior behavior incidents or any other relevant information pertaining to the student or parent
- Supports teachers, parents, and students throughout the conference



Meet the Chefs

**SBIT
Chair**

- Provide any information about home life or concerns
- Parents are not required to attend, but attendance is highly encouraged
- Caregivers/ guardians can attend in person or via phone

Caregiver(s)

**Classroom
Teacher**

Administrator(s)

Counselor

**Special Education
Teacher**



Meet the Chefs



- Consider age/ grade-level, concerns, and parent preference
- Students can provide personal insights
- Remind students they are not in trouble. This meeting is to help them be successful.

Student (when appropriate)

Caregiver(s)

Classroom Teacher

Administrator(s)

Counselor

Special Education Teacher



Meet the Chefs

- **Secretary:** when notified of SBIT meetings, our secretary adds an event to the shared calendar and coordinates coverage for the day
- **Paraprofessional or substitute:** cover classes on SBIT meeting day (they are provided a schedule of meetings and room locations)

The slide is framed by various food-related illustrations. In the top-left corner, there is a tray of round appetizers with a fork. In the top-right corner, a hand holds a white plate with a yellow circle. In the bottom-left corner, a hand holds a small dish with green leaves and yellow dots. In the bottom-right corner, a hand holds a green bottle, and next to it is a bowl of food with orange and brown elements.

2

Appetizers

Appetizers don't solve hunger – they signal what the main course should be.

What "small plates" are getting the student noticed?

Grades and
assignment
completion

Screeners/
Benchmark
assessments

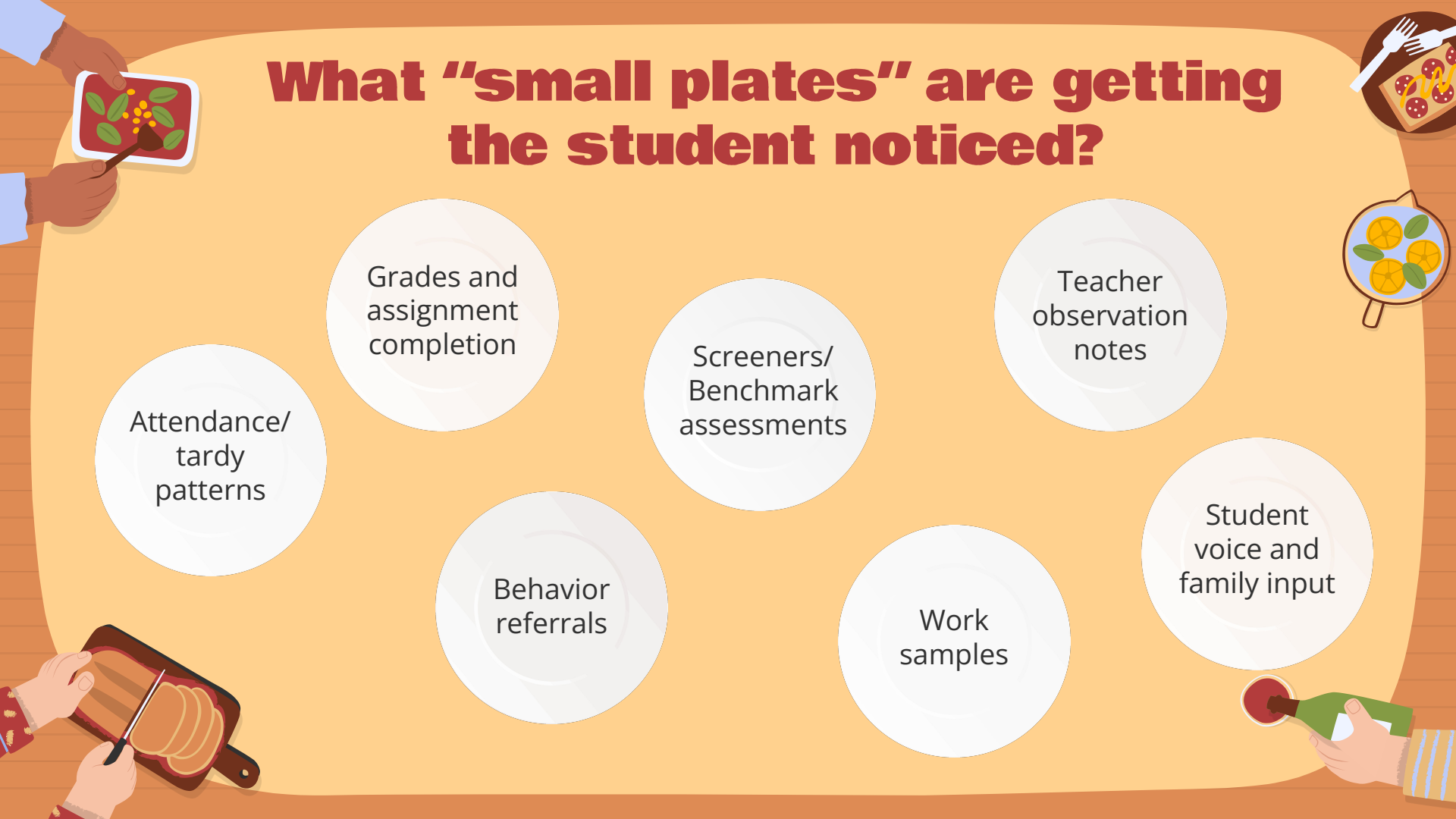
Teacher
observation
notes

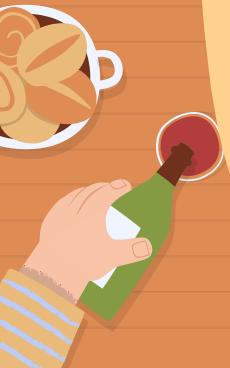
Attendance/
tardy
patterns

Behavior
referrals

Work
samples

Student
voice and
family input





Aaliyah's "small plates"

- Ms. Math Teacher shared that Aaliyah's **outbursts typically happen before or during group work**
- Math - 11 missing assignments, Science - 5 missing assignments, ELA - 7 missing assignments, and 1-2 missing assignments in Social Studies, Choir, and Art
- Classroom tests in Math show **30%-65% mastery**
- In small groups, Ms. Math Teacher has retaught skills with explicit instruction, provided manipulatives, and 1-on-1 supports, and consistently communicates with Mom. **Progress monitoring shows little growth.**
- Aaliyah plays Basketball.
- Current Quarter 2 Math grade: **47%**
- 6th grade Atlas: ELA Summative: **Level 3**; Math Summative: **Level 3**
- 7th grade: Atlas ELA Fall Interim: **Level 2**; Math Fall Interim: **Level 1**

The background of the slide is a light orange rounded rectangle on a dark orange wooden table. In the top-left corner, there is a plate of food with a white fork. In the top-right corner, a hand holds a white plate with a yellow circle. In the bottom-left corner, a hand holds a small white plate with green leaves and yellow dots. In the bottom-right corner, a hand holds a green bottle, and next to it is a bowl of food with orange and brown swirls.

3

Soup & Salad

Before we order the entree, we try something “light” but intentional.

Teacher-Led + Collaborative Input



- 4-6 weeks of relevant data, when possible
- Strategies, interventions, and accommodations that have been attempted (what was successful & what was not?)
- Atlas data (summative & interim)
- Grades
- Work samples
- Progress monitoring
- Math or Reading Intervention Plan (IRP/ MIP) with data
- Observation data
- Parent communication notes
- Copy of IEP/504 plan, when relevant
- Attendance



SBIT "One Pager"

Please fill out this form and bring it to your scheduled SBIT meeting.
If applicable, you can fill this out with your grade level team.

Name:		Grade:	
Area(s) of concern:	Academic		Behavior
Strengths:			
Weaknesses:			
Atlas Scores:	ELA:	Math:	Science:
I have tried...			
I have found success with...			
Next steps (discussed in SBIT meeting):			



Which interventions have been successful? Which have not?



Instructional supports

Reteaching, guided practice, scaffolded notes



Targeted intervention

Targeted skill practice, feedback cycles, check-ins



Environmental supports

Seating, routines, visual schedules, chunking



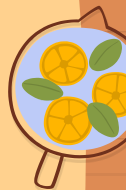
SEL supports

Coping strategies, mentoring, structured check-ins



Family communication

Consistent, strength-based updates



Aaliyah

- Ms. Math Teacher has moved Aaliyah's seat a few times since the beginning of the school year, but she still is **still having outbursts, especially during group work.**
- Small group and 1-on-1 instruction have **helped** Ms. Math Teacher **build rapport** with Aaliyah, **but** she is **not making significant academic progress.**
- Ms. Math Teacher has started **informal check-ins** with Aaliyah at the beginning of each class period.
- Consistent family communication
- Ms. Math Teacher has sent home extra practice and missing assignments, they are not been returned.

A top-down illustration of a dining table with a light orange center and a brown wooden border. In the top-left corner, a hand holds a fork over a plate of food. In the top-right corner, a hand holds a white plate. In the bottom-left corner, a hand holds a small plate with a fork. In the bottom-right corner, a hand pours red wine from a green bottle into a glass, with a bowl of bread nearby.

4

Entree

Where preparation turns into a plan.

Let's Cook!

This is the time to discuss:

- concerns from teacher(s) and other involved staff
- student's strengths and weaknesses
- prior behavior incidents, if applicable
- prior SBIT referral(s), and relevant data
- what is and is not working for the student
- parent input (Are they seeing the same behaviors at home? Do they have information about what is happening at home?)
- Atlas data
- IEP/ 504 plan
- any other relevant information

Ask questions & dig deeper. WHY are these behaviors occurring?

Food for Thought

"Hello everyone! Let's start with introductions..... The purpose of today's meeting is to discuss Aaliyah's academic and behavior concerns. This is her 2nd SBIT referral this year. Previously Mr. Science referred "

SBIT Chair

[reviews all collected data and documentation with the team]

Classroom Teacher (team input)

"Aaliyah comes to see me regularly. We have discussed a few coping strategies. [asks questions to gain information]

Counselor

"I don't like Ms. Math Teacher. She always has an attitude with me. And Ms. Counselor I don't think those strategies are working for me either."

Student (when appropriate)

"Math has always been hard for her but I don't see any HW. She's disrespectful at home, and she is starting therapy Tuesday."

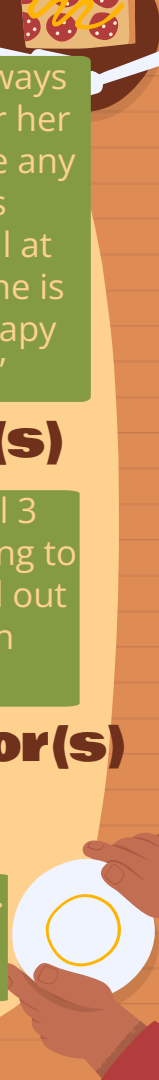
Caregiver(s)

"I didn't see Aaliyah until 3 weeks ago. She was refusing to do Math work and walked out of class when Ms. Math Teacher had a sub."

Administrator(s)

Special Education Teacher

"Aaliyah does not have an IEP, but she is in my inclusion Math class. I pull her to small group when I can, but she is often out of class because of her behavior."





5

Sides

Nobody brings the whole meal alone – we do potluck support with a shared plan.





Next Steps

Aaliyah's Success Plan

1

Counselor

Continue to check in with Aaliyah & her mom, find new coping strategies, get her involved in a journaling program,

2

Parent

Take Aaliyah to her therapy appointments; notify the school of any new information or changes at home

3

Ms. Math Teacher

Periodically check in with Aaliyah during Math inclusion class, continue small group supports with progress monitoring

4

Aaliyah

Follow classroom expectations, communicate questions/ concerns to an adult (Mom, teacher, admin, counselor, etc.), attend teacher-held tutoring during lunch

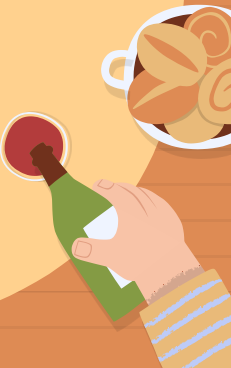




6

Dessert

Dessert is sweet, but the real treat is consistent follow-through.



Potential Action Steps



Sped/ 504 Referral

The Sped representative or 504 coordinator will reach out to the parent to schedule a referral conference as needed.



Counseling Services

The counselor can recommend mental health providers for the student/family.



Behavior Plan

Depending on the actions and behaviors of the student, a behavior plan may need to be implemented.



Parent Responsibilities

Scheduling PCP or counseling appointments, sharing any diagnoses or medications, etc.

Meeting Conclusion



Meeting Notes

The SBIT Chair keeps a record of what was discussed during the meeting, and all members sign a copy.



Copy of Notes

Send a copy of the signed paperwork home with the parent, file another copy for school records



Follow-up

Schedule a follow-up meeting at the conclusion of the meeting, if needed



Progress Monitoring

Classroom teacher, SpEd, Admin, Counselor, parent...



Follow-up SBIT meeting

If a follow-up meeting is needed, it is recommended to schedule prior to the conclusion of the meeting.

Follow-up meetings should be scheduled 4-6 weeks out, depending on the situation and student need.

Review all progress monitoring and action steps. Monitor and adjust plan according as needed.





FHSA School Based Intervention Team (SBIT) Meeting

Date:	<<Date:>>
Student Name:	<<Student Name:>>
Student ID:	<<Student ID:>>
Student Grade:	<<Student Grade:>>
SBIT Members Present:	<<SBIT Members Present:>>
Reason for SBIT Meeting:	<<Reason for SBIT Meeting:>>
Notes: Problem Identification, Problem Analysis, Intervention Design and Plan Implementation, and Rt/Evaluation	<<Notes:>>
Next Steps:	<<Next Steps:>>
What tier does the committee feel is most appropriate for the student's needs?	<<What tier does the committee feel is most appropriate for the student's needs?>>
Target Behavior(s):	<<Target Behavior(s):>>
Behavior Goals(s):	<<Behavior Goals(s):>>
Follow Up Date:	<<Follow Up Date:>>
Signatures:	<<Signatures:>>

SBIT Meeting Forms



SBIT Referral Google Form



SBIT Meeting Notes Google Form

SBIT Meeting Template

Resources





Questions?

For more information, please contact
Barbara Kirkpatrick
barbara.kirkpatrick@lrsd.org

