

# **Addressing Students with Significant Academic or Behavioral Needs: Using Multi-Tiered Early Intervention Teams for Effective Assessment and Intervention**

**Presented by Dr. Howard Knoff**

## **Brief Description and Learning Objectives:**

The new Elementary and Secondary Education Act (ESSA) requires districts and schools to develop multi-tiered systems of services, supports, strategies, and interventions for students who are at-risk, underachieving, unresponsive, and/or unsuccessful. These systems should address students who are struggling academically, and/or presenting social, emotional, or behavioral challenges in an integrated and comprehensive way.

This presentation will discuss both (a) a district/school systematic multi-tiered decision-making process that guides the assessment to intervention process when students are not academically or behaviorally succeeding in the classroom; and (b) a school/classroom data-based functional assessment problem-solving process used to assess specific students so that the underlying reasons for their difficulties can be linked with high success instructional or intervention approaches.

During this presentation, participants will learn about and discuss:

1. Multi-tiered systems of services, supports, and interventions.
2. A multi-tiered decision-making process (and suggested flow-chart) for academically and behaviorally unsuccessful students.
3. The data-based problem solving process—including the problem identification, problem analysis, intervention, and evaluation steps.
4. How to complete a data-based Problem Analysis of a student's academic or behavioral challenges—including how to generate and confirm or reject different instructional, curricular, and student hypotheses to explain specific challenges.
5. The “Seven High-Hit Reasons” why students present with significant academic or behavioral concerns.
6. How to link these “High-Hit” reasons to specific instructional, academic, or social, emotional, behavioral interventions.
7. How to implement a number of interventions selected to address participants' most significant academic or behavioral concerns with students in their classrooms or schools.

Numerous case studies will be presented to demonstrate this process and allow participants to practice. Discussion will be strongly encouraged. Participants should leave the session with a working understanding of how to apply the data-based problem-solving

process on an individual staff, grade- or instructional-team, or multi-disciplinary school staff level.

## **Training Schedule**

- Multi-tiered systems of services, supports, and interventions.
- A Multi-Tiered Decision-Making Process for Academically and Behaviorally Unsuccessful Students.
- The Student-Centered Data-based Problem Solving Process
- Focusing on Problem Analysis: Generating Hypotheses to Explain Students' Academic or Behavioral Challenges
- Applying the Data-based Problem Solving Process to Case Studies
- The “Seven High-Hit Reasons” Why Students Present with Significant Academic or Behavioral Concerns
- Linking the “High-Hit” Reasons to Specific Instructional, Academic, or Social, Emotional, Behavioral Interventions
- How to Implement a Number of Selected Interventions