

Multidisciplinary Team Meetings

Collaboration is critical in helping to support all students in their progress and development. A multidisciplinary team meeting is a group of individuals from multiple disciplines who meet to share important information designed to examine a child's progress toward IEP goals and to develop a plan of support as needed. The team usually will consist of the special education teacher and teacher assistants, an administrator and related service providers. The meeting provides an opportunity to discuss progress, share concerns and develop a plan of support.

As a best practice, schools may want to create a schedule for ongoing team meetings at the start of the school year to ensure that teams are meeting on a regular basis.

Some recommendations for best practices:

- Create a schedule of regular ongoing multidisciplinary team meetings at the beginning of the school year and share with all relevant staff, including related service providers assigned to student(s)
- Provide relevant staff with student name(s) in advance of scheduled meetings that will be discussed at upcoming meetings; consider scheduling all student in advance so staff have an opportunity to provide input on all students at some point in the year
- Consider scheduling meetings during extended day and, at a minimum, twice per month
- Ensure that leadership attends meetings to support team members with resources and/or implementation of next steps discussed
- Consider using team meetings to discuss student(s) progress and needs prior to any CPSE meeting or transition to kindergarten ("Turning 5") meeting
- Make sure that someone is designated as a note taker during the team meetings so that notes can be shared after meeting; consider also keeping notes for each classroom in a secure location in the building
- Have all relevant staff complete a brief update on the child's progress, strengths and concerns to be shared during the student summary portion of the team meeting by the presenting teacher



Preschool Multidisciplinary Team Meeting Forms

Multidisciplinary Team Meeting Pre-Work

Teacher Name:

Class:

Child's Name

Child's OSIS#:

Date of Meeting:

Name of Person Completing Update:

Focus of Update, e.g., classroom, speech therapy, physical therapy, occupational therapy:

IEP Recommended Program/Service, including frequency, duration and group size:

APPROACHES TO THINKING AND LEARNING	
ACADEMIC ACHIEVEMENT AND LEARNING CHARACTERISTICS	
SOCIAL AND EMOTIONAL	
COMMUNICATION AND LANGUAGE	
PHYSICAL DEVELOPMENT	
ACTIVITIES OF DAILY LIVING (ADL) SKILLS	
ADDITIONAL NOTES	

Preschool Program Name:

Teacher Name:

Class:

Descriptive Review of a Child Protocol

(Adapted from School Reform Initiative, http://schoolreforminitiative.org/doc/descriptive_review_child.pdf)

Purpose

To provide a structured way to discuss a student to better meet his/her academic, social, emotional and physical needs.

Engaging in the Protocol

This protocol should be used with all staff members supporting the child. Decide in advance which staff member will be presenting student and classroom information that would be helpful in developing a plan of support for this child. All staff members should come to the meeting with relevant student work, observations and background information. This protocol will help staff members develop next steps for instruction and support for this student in the classroom.

Roles for the SST Protocol

- **Facilitator:** leader; manages time to ensure fidelity of the protocol, ensures that all voices are represented, paraphrases and summarizes the discussion and builds group investment and engagement in the protocol.
- **Presenter:** teacher/staff member(s); states the focus question/statement and provides supporting information about the student using information from the SST referral form
- **Notetaker:** participant responsible for taking written notes during the protocol and providing them to the presenter after completion of the protocol
- **Timekeeper:** participant responsible for keeping an eye on the time and providing reminders as necessary so each portion of the protocol is completed and honored
- **Participants:** other staff members supporting the child, e.g., principal, assistant principal, coordinator, supervisor, therapists, etc.; work to help ensure that the presenter receives the feedback requested and is subsequently successful

Descriptive Review of a Child Protocol

Step 1 (8 minutes): Presenting teacher/staff member(s) presents the **concerns/challenging behavior** and provides any classroom information that would be helpful, including room arrangement, schedule, setting, etc.

Teacher/staff Member(s) distributes a copy of any relevant student work, observations, etc.

The description of the child should include:

- Challenging behavior or concern (observable and measurable)
- Physical Presence and Expressions (gestures and expressions, level of energy, disposition)
- Relationship with Peers and Adults
- Activities and Interests
- Approaches to Learning
- Overall strengths and needs in the areas of cognition, language and communication, motor and social-emotional development
- Other Descriptions (medical reports, parent observations about the child, other school documents or reports, family information)

Step 2 (2 minutes): Participants ask clarifying questions.

Clarifying questions should help participants better understand the current situation so that participants can provide useful feedback. For example:

- What centers are in the classroom?
- How many students are permitted in each center?
- What types of charts are present in the classrooms for students
- How many times a day does the child try to run out of the room? When did this begin?
- What time or during what activity does this occur?

Step 3 (5 minutes): Participants describe what they heard the presenter say regarding the child.

Participants begin a series of rounds in which each participant speaks to the same prompt. During the rounds, the presenter remains silent and takes notes. Some prompts may include: “What I heard the presenter say is...” or “A question this raises for me is...”

Step 4 (10 minutes): Participants discuss what they have heard and offer suggestions and recommendations.

These recommendations focus on ways to support the child’s strengths. See template for guiding questions.

Step 5 (5 minutes): Participants summarize options that have surfaced and develop next steps. Some prompts may include: “To summarize what we are thinking...” or “We need to follow up on the following...”



Preschool Multidisciplinary Team Meeting Forms

Teacher Name:

Class:

Child's Name

Child's OSIS#:

Date of Meeting:

	Notes
Description:	
Clarifying Questions:	
Low Inference Observations:	
Suggestions:	

Next Meeting Date, Time and Location: _____



Preschool Multidisciplinary Team Meeting Forms

Multidisciplinary Team Meeting Action Plan

Teacher Name:

Class:

Child's Name

Child's OSIS#:

Date of Meeting:

Action Items	Next Steps	Responsible Person(s)	Completion/Check-in Date

Next Meeting Date, Time and Location: _____