

Holding Positive Student Support Meetings

Lesson 10 of The RTI/MTSS
Coach Training Series

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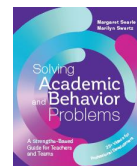
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Outcomes

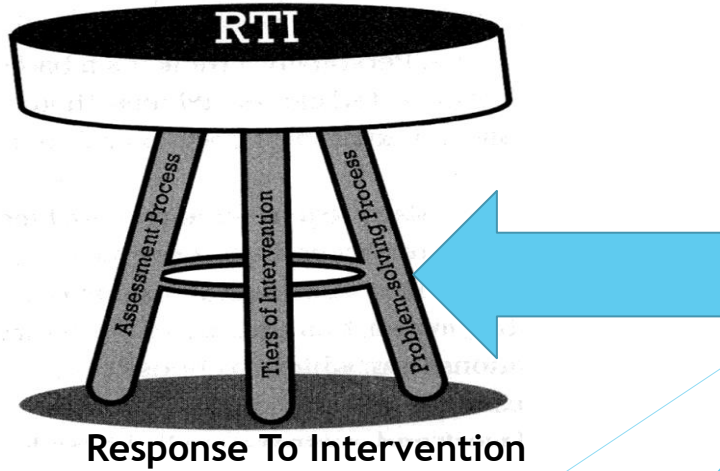
Lesson 10: Holding Positive Student Support Meetings

- What do successful meetings look like?
- What happens during follow-up meetings?



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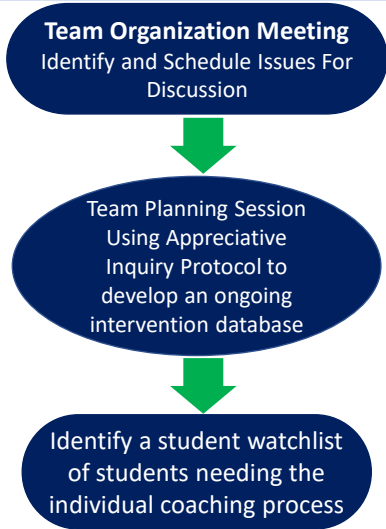
Coaches help build and coordinate all three legs
 You cannot make all the legs at once without the work of a team.
 If the teams don't coordinate their efforts the stool will wobble.



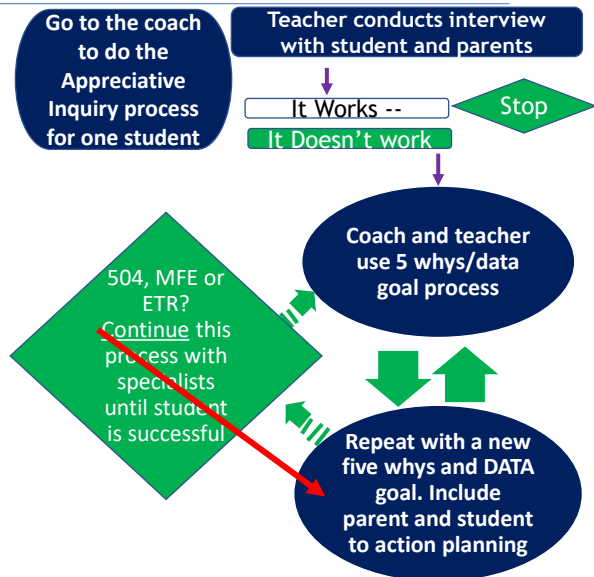
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Problem-solving Process

Team



Individual



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The Purpose Of The SST Is ...



1. To build the capacity of the staff and parents for meeting the needs of students.
2. To establish a safe and welcoming environment for staff, parents and students.

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The Purpose Of The SST Is ...



3. Model a productive problem-solving process.
4. To identify accommodations and interventions that help the student become more independent.

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Accommodations are crutches



Chapter 2



- ▶ Good for getting over rough spots while you are fixing the problem.
- ▶ Harmful when used too long or instead of an intervention.

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Interventions are Therapy



- ▶ Fix the problem and make the student more independent.
- ▶ The student is doing more work than the teacher.



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Label as “A” or “I” depending upon whether it is an intervention or accommodation.

1. Give student more time to finish assignments.
2. Teach the student to self correct using checklists and rubrics.
3. Read tests to the student.
4. Have the student learn to ask for assistance when he gets stuck.
5. Student uses manipulatives or illustrations to explain his thinking.
6. Parents and teachers check the student’s assignment notebook each day.
7. Have student use taped lectures to revise his notes.



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The Student Support Team Agenda

- | | |
|--------------------------------------------------------|------------|
| • Review the DATA goal and set the purpose | 2 minutes |
| • Brainstorm ideas in all the three categories | 12 minutes |
| • Select the action ideas for home, school and student | 5 minutes |
| • Review how the data will be tracked and recorded | 4 minutes |
| • Set the date for the follow-up meeting | 2 minutes |



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If we teach Taylor the patterns of syllables and how to read in phrases, her fluency will improve within 6 weeks. She will increase words read correct per minute from 23 to 31.



Brainstorm interventions

School

Home

Student

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Maddie's Background

- 7th grade student who is struggling with anxiety about coming to school.
- She also struggles with doing multi-step math problems.
- They have implemented a solid plan for addressing her anxiety. Now they are going to add a math component.




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Student: Student Support Team Meeting Summary		Form K
Date:		
Concerns:	Hidden Skill(s) Needed:	
<p>DATA Goal: D If we teach _____ to _____ <small>(Student name) (New skill)</small></p> <p>A He/She will be able to _____ <small>(Change in student behavior or learning)</small></p> <p>T Within _____ <small>(Timeframe – not more than 6 weeks)</small></p> <p>A He/She will go from _____ <small>(Baseline score) (Predicted amount of growth)</small></p>		
School Strategy	Home Strategy	Student Strategy
School Monitoring	Home Monitoring	Student Self-Monitoring
Next date to meet:		

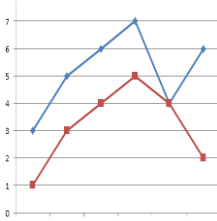
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Progress Monitoring

- Make sure each person knows what data to collect and bring to the follow-up meeting.
- Use simple charts and easy to collect data.



CHECKLIST





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The SST Follow-up Meeting Agenda

- Each person presents data on how the plan worked 6 minutes
- Decide if: 2 minutes
 - 1) this plan should be extended
 - 2) a new plan is needed
 - 3) the case should be closed.
- Brainstorm new ideas(for three categories) 8 minutes
- Select the action ideas for home, school and student 4 minutes
- Review how the new data will be tracked and recorded 3 minutes
- Set the date for the follow-up meeting 2 minutes

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Student:		Form L
Date: Follow-up To Student Support: Meeting Summary		
New strengths seen	New skills to work on	
<p>DATA Goal: D If we teach _____ to _____ <small>(Student name) (New skill)</small></p> <p>A He/She will be able to _____ <small>(Change in student behavior or learning)</small></p> <p>T Within _____ <small>(Timeframe – not more than 6 weeks)</small></p> <p>A He/She will go from _____ to _____ <small>(Baseline score) (Predicted amount of growth)</small></p>		
School Results From Current Plan	Home Results From Current Plan	Student Self-monitoring Results
Revisions to School Plan	Revisions to Home Plan	Revisions to Student Plan
Next Date To Meet:		

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