

Anticipation Guide: Lesson 9 – Preparing the Family For Success at Problem-solving Meetings (SST)



Directions: Before viewing the video and doing the readings write your best answer based on your current information in the “before” section. After completing the module, use the “after” column to change or add any new information to your original answers. Part of our our live discussions will be sharing your new insights.

Question	Before	After
What are 4 reasons why parents are reluctant to show up at problem-solving meetings?		
Name 4 ways schools can improve the likelihood of parents attending problem-solving meetings.		
What should a teacher do to prepare a parent to be an equal partner during a problem-solving meeting?		
What should a teacher do to prepare a student to be an equal partner during a problem-solving meeting?		
Who should attend Student Support Team meetings?		

Lesson 9: Preparing the Family For Success



Note-taking Directions:

- In each of the left side boxes, note three or more things that you find interesting or important while watching the video or reading the book excerpt. Use *direct quotes, descriptions, or short summaries*.
- In the right side boxes, note your thoughts about the things you wrote on the left. *In general, these would be your own reflections, or questions.*
- **A minimum of three entries in each of the boxes** is required to fulfill the note-taking task. We will use this information as a launching point for our online discussions.

Reading 1: Preparing the Parent: Cassie's Case pp. 114-116	Reading 1: Questions or reflections
1. 2. 3.	
Reading 2: Preparing the Student For the Meeting pp 117-119	Reading 2: Questions or reflections
1. 2. 3.	
Video 1: Preparing the Family For Success	Video 1: Questions or reflections
1. 2. 3.	

Lesson 9: Preparing the Family For Success at Problem-Solving Meetings (SST)



Directions: (In each row, highlight or underline the phrases or sentences that best describe where you see yourself or your team right now. In the blank column on the right, write strategies and concepts you want to use from this module to change or fine-tune what you do.)

RTI/MTSS Best Practice	Somewhat Effective	Least Effective	My Plan For Improvement
We prepare families for SST meetings by making them feel valued for what they have already done. We listen to their goals, ideas and perspectives and help parents feel like equal members.	We ask family to attend SST meeting where we report the concerns and what we intend to do to solve it.	We sometimes invite family to attend SST. We present the problems and expect the parents to do something to help.	
We have a support plan for making it easy for parents to be part of SST meetings (childcare, transportation, translators, flexible scheduling...)	We make adjustments to the schedule when parents cannot make the meeting.	We schedule parent meetings and expect them to show up at the assigned time.	
We intentionally make students feel valued by preparing them for the SST meeting. We listen to their goals and help them come up with strategies to present at the meeting.	We invite students to the SST meeting but don't prepare them ahead of time.	We do not typically have students at the problem-solving meetings.	
Who attends the SST flexes based upon who is essential for putting together the action plan. We keep the group size between 5-7 people and always include the family, student and teacher.	Our SST is a standing group of people who address all referred cases. The teacher, family and student are often not included.	The psychologist, counselors and special ed. teachers attend SST meetings because testing is often the goal.	