Anticipation Guide: Lesson 10 – Holding Positive Student Support Meetings

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 is the difference between an accommodation and an intervention?		
What needs to be in place to ensure that your meetings run smoothly and stay positive?		
How do you hold meetings where family, school and students all share responsibility for solving the problem?		
How do you prevent good plans from being developed only to be dropped as people get busy?		

it's
your
turn

Lesson 10: Holding Positive Student Support Meetings

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: The Student Support Team Meeting pp 106-109	Reading 1: Questions or reflections
1. 2. 3.	
Reading 2: The Follow-Up Meeting pp. 130 -132	**Reading 2: Questions or reflections**
1. 2. 3.	
Video 1: Holding Positive Student Support Meetings	**Video 1: Questions or reflections**
1. 2. 3.	

Student:	**Student Support Team Meeting Summary**	**Form K**
Date:		

Concerns:	Hidden Skill(s) Needed:

DATA Goal: **D** If we teach _____ to _____
                           (Student name)   (New skill)

                    A He/She will be able to _____
                                            (Change in student behavior or learning)

                    T Within _____
                                            (Timeframe – not more than 6 weeks)

                    A He/She will go from _____
                                    (Baseline score)   (Predicted amount of growth)

School Strategy	Home Strategy	Student Strategy
School Monitoring	Home Monitoring	Student Self-Monitoring

Next date to meet:

Student:

Date:

Follow-up To Student Support: Meeting Summary

New strengths seen	New skills to work on

DATA Goal: D If we teach _____ to _____

                     (Student name)   (New skill)

    A He/She will be able to _____

                     (Change in student behavior or learning)

    T Within _____

                     (Timeframe – not more than 6 weeks)

    A He/She will go from _____ to _____

                 (Baseline score)   (Predicted amount of growth)

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:

Lesson 10: Holding Positive Student Support Meetings

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
Start all meetings with strengths and a clear focus for action. We have a timed agendas and rules of the road that ensures that the conversation is 100% positive.	After we welcome everyone, our meetings start with the discussion of the problems. We generally come up with possible solutions.	Our problem-solving meetings often focus on problems. Sometimes this discussion takes the whole meeting.	
Each participant brings three ideas aligned to the DATA goal (for home, school and student) so everyone is responsible for the student's success.	Our solutions are typically things the school personnel will do to support the child.	Conclusions are often focused on whether to test and place the student.	
All participants get to choose their own commitment for the action plan but does not get to choose of others.	Teachers often tell the parent and student what they want them to	The team often does not include the people responsible for implementing the plan.	
A follow-up meeting is scheduled before people leave. Everyone commits to bring data back to determine whether the plan is working or not.	The follow-up meeting is determined at a later date.	We may or may not have a follow-up meeting.	