NEWPORT COAST ELEMENTARY SCHOOL
STUDENT STUDY TEAM
HANDBOOK

2010-2011

<u>Student Study Team Meeting (SST) Core Assumptions</u>

Whenever the student study team (SST) meets we are guided by the core principal that we can work together to develop or evaluate the status of an intervention or referral case in no more then 15-20 minutes per case. We believe this because previous experience has demonstrated that 1) professional time is often difficult to come by within school systems and 2) once you get beyond that 15-20 minute range per student you really fall into the trap of "problem admiration" and are no longer focused on remediating the area of concern. This is not to say that there aren't cases in which that range is not sufficient (i.e., if parents are present or there are multiple referral concerns) however; the general practice of spending an 45 minutes to an hour meeting on one student is an inefficient use of professional resources and rarely results in more beneficial outcomes.

It is the role of the of the SST coordinator or various members of the team to ensure that all information relevant to objectively identifying the area of concern is done prior to the SST meeting so that focus of the meeting is on problem-solving and/or problem-evaluation and not problem-analysis (admiration). Another assumption is that this process will not always be headed by the same team member. While the SST coordinator will certainly have a role in every referral case (at a minimum to ensure process integrity), the purpose of having a multidisciplinary team is to utilize the unique skill sets and expertise that we all bring to the table in order help solve socially significant problems within our school site.

SST Team Members and Responsibilities

Core Team Members:
SST Coordinator: Ensure procedural integrity of the referral process and coordinate with various team members to ensure that interventions are being adequately staffed, monitored, and progress is being followed systematically. The SST coordinator will also be responsible for ensuring that all referral paperwork gets to teachers and is completed prior to moving forward with a referral. Take SST meeting notes and ensure that those are disseminated to all team members post-meeting. Administer outcome scales.

School Psychologist: Consult with teachers as appropriate during the referral process as well as other members of the SST team. Coordinates and ensures that relevant DIS personnel are invited to SST meetings and are participating in pre-assessment decision making when possible. Facilitate all SST meetings. Intervention assistance when needed. Provide behavioral consultation and support.

School Principal: Administrative and procedural support.

Resource Specialist: Provide consultation support, intervention assistance when appropriate.

Classroom Teacher: Complete all necessary referral paperwork; provide permanent products and other data to support problem validation during initial referrals. Implement agreed upon interventions with fidelity and progress monitor outcomes for follow-up evaluation. Contact team members if there are problems with the intervention.

Parents: Input with regard to functioning at home that is relevant to school performance (it is incumbent upon team members to ensure that parent input doesn't facilitate problem admiration). Health history when appropriate, medications, etc.

Auxiliary Team Members:
DIS Personnel: (Speech and language therapist, School Nurse, Occupational Therapist, etc.) Provide consultation and intervention assistance to relevant areas or expertise.

TOSA: Intervention progress, consultation and intervention assistance as needed.

Problem Solving Model

As stated previously, a core assumption of the SST meeting is that all professional activities will adhere to the problem solving model (Bergan, 1977; Bergan & Kratochwill, 1990). The problem solving model has four steps:
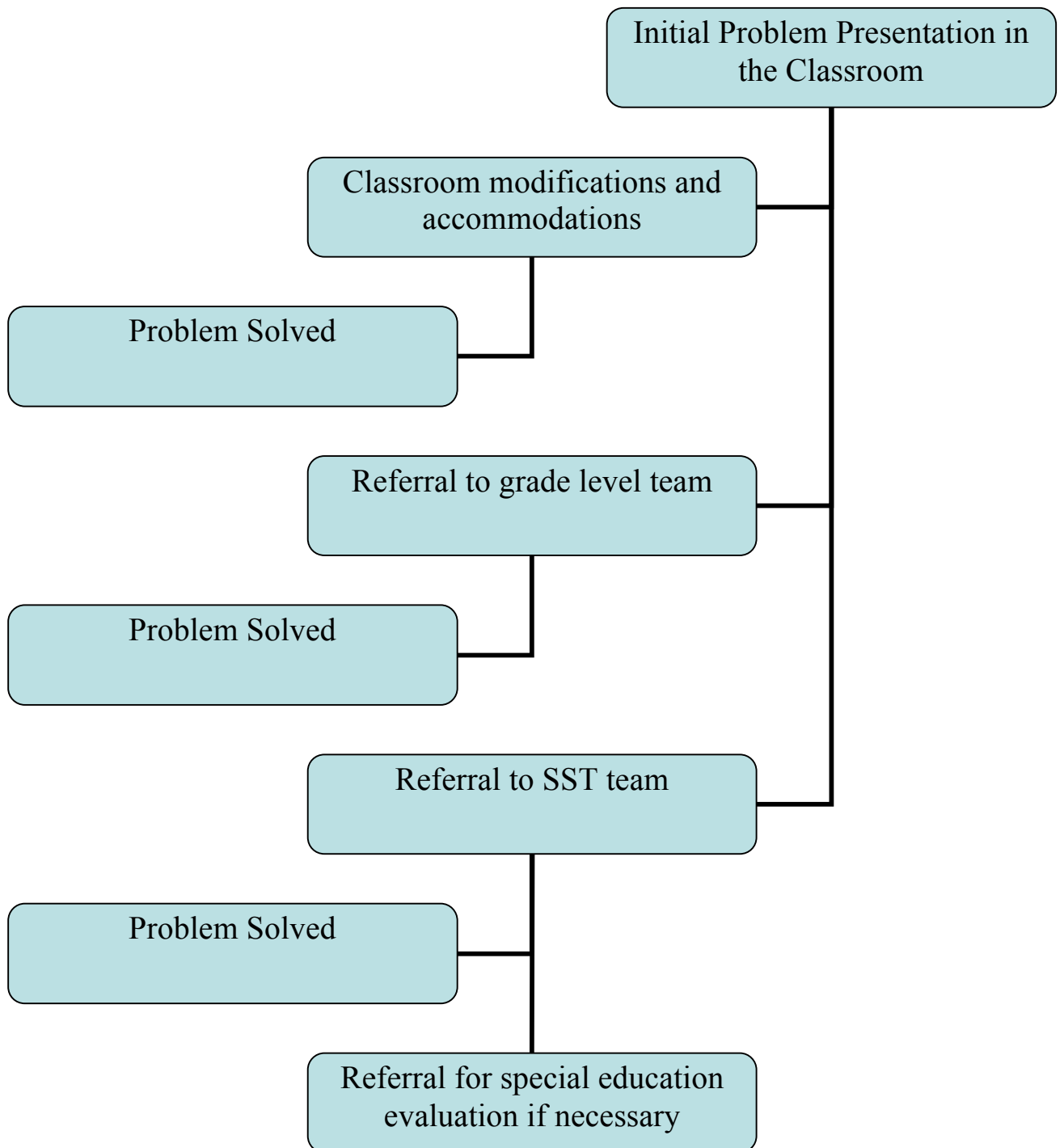
- Problem Identification: The primary objective of the problem identification stage is to clearly define the discrepancy between a student's actual and expected academic and/or behavioral performance in a particular setting. This is usually completed in previous grade-level meetings and initial referral paperwork.

- Problem Analysis: The major purpose of the problem analysis step is to formulate educated guesses about why the problem situation is occurring so that appropriate interventions can be developed. In other words, to examine various factors such as the academic skills and behavior of the student, teacher – student interactions, and the environmental context within which the problems occur. This is the purpose of the initial SST meeting.

- Plan Development and Implementation: For interventions to be effective, they must be related to the identified problem and selected based on specific information derived from problem analysis. During this stage of problem solving it will be important that the SST team facilitate discussions centered on factors contributing to the mismatch between current and expected performance. This is the purpose of the initial SST meeting.

- Problem Evaluation: During the problem evaluation step, awareness of assessment as an on-going practice is necessary for determining progress toward attainment of the desired behaviors or expected outcomes specified during the problem analysis stage. This is the purpose of the follow-up SST meeting.

References

Bergan, J. R. (1977). *Behavioral Consultation*. Columbus, OH: Merrill.

Bergan J. R., & Kratochwill, T. R. (1990). *Behavioral consultation and therapy*. New

      York: Springer.

General Education Intervention Continuum

Initial Problem Presentation in the Classroom

Classroom modifications and accommodations

Problem Solved

Referral to grade level team

Problem Solved

Referral to SST team

Problem Solved

Referral for special education evaluation if necessary

Intervention Procedures

Classroom Level:
- Initial Presentation of the Problem
- Problem Validation
- Classroom Accommodations or Modifications (interventions when feasible)
- Problem Evaluation

(If problem is solved end here, if it persists refer to the grade level team for consultation)

Grade Level:
- Problem Validation (is this a problem that is severe enough to warrant grade level intervention, if not move back to classroom level)
- Classroom intervention
- Problem Evaluation (if problem is solved end here, if not then consider PLC or more intensive intervention)
- PLC Interventions
- Progress Monitor and Problem Evaluation

(If problem is solved or student has made expected progress end here, if not refer to SST team for consultation)

SST Team:
- Problem Validation (is this a problem that is severe enough to warrant SST level support, if not move back to grade level)
- Is there anything else that can be done at the general education level to support this child? (If so refer for special education testing, if not determine appropriate intervention and support needed)
- Intervention
- Problem Evaluation (was the intervention done with fidelity, how did the child respond?)
- Is there anything else that can be done at the general education level to support this child? (If so refer for special education testing, if not determine appropriate

Special Education:
- Begin testing process
- Make entitlement decision
- If child is eligible, provide support within the LRE, if not refer back to the grade-level team for appropriate support.

Questions that Need to be Answered

Prior to the Meeting:

What is the area of concern?
- If academic, what content area, is it a performance or a skillproblem, does it occur consistently across contexts, what evidence do we have to validate this is in fact a problem?
- If Behavior, how often, when, where, how long. What happens before-after.
- For all areas of concern, team should begin to think about potential mediating variables (i.e., attendance, health concerns, etc.). These should be rule-out prior to a referral going forward.

During the Meeting:

For new referrals….
What is the student's current level of the in performance?

What is the current expected level of performance in that area?

At what level does the student need to perform for this not to be a problem anymore?

What can we do to help this student get to there (intervention and objective goal)?

How will we monitor progress?

How will we follow up to evaluate progress?

For follow up meetings…

Was the problem solved (did the student meet their goal)?

What else can we do to solve the problem?

Is there any additional information that is needed for us to solve this problem?

(A special education referral should only be considered if an appropriate method of intervention is identified which would be too cost intensive to be implemented effectively within general education)

SST DOCUMENTS

SST Initial Referral Form

Teachers please submit the completed SST referral form to the SST coordinator. If you have any questions about completing the form please contact the SST coordinator or school psychologist for assistance.

Teacher: _____   Grade: _____   Date: _____

Student's Name: _____   Age: _____

Please check the appropriate area(s) for which you are making this referral (please select no more then two).

Behavior _____   Academics _____   Health _____

Other (please specify) _____

Please list all classroom modifications, accommodations, and/or interventions that have been implemented to address this problem (please note how long these procedures have been in place and what were their outcomes).

Please list all grade-level interventions (i.e., PLC groups) that have been implemented to addess this problem (please note how long these procedures have been in place and what were their outcomes).

Academics Follow-Up Form

Teacher: _____   Grade: _____   Date: _____

Student's Name: _____   Age: _____

Please check the appropriate area(s) for which you are making this referral (please select no more then two).

Math _____   Reading _____   Writing _____

Provide an objective description of the academic problem(s), what specific components of the content area(s) is the student demonstrating difficulty with?

Can the student perform the skills in this area but doesn't yet have fluency or has the student not yet acquired these skills?

Does the student demonstrate difficulty in the content area in all contexts or are there times when the student performs better then others (i.e., if they are assessed a different way in that area, in PLC groups v. classroom, etc.)?

Please provide evidence of problem validation (this is a problem that is socially significant and requires additional intervention). These data can include progress monitoring data, benchmark data, classroom assessment and/or grades, etc.

Behavior Follow-Up Form

Teacher: _____   Grade: _____   Date: _____

Student's Name: _____   Age: _____

Please provide an objective definition of the problem behavior that you have observed. An example would be something like "John elopes from class several times per which requires me to stop instruction and go after him."

How often does the problem behavior occur?

How long does the problem behavior last once it occurs?

Where does the problem behavior occur, please list both situations (tasks) and settings?

Are there situations or settings in which the problem behavior does not occur?

What things have you observed that occur just before the problem behavior?

What things have you observed that occur just after the problem behavior

Initial SST Meeting Notes

Student Name _____   Grade _____

SST Meeting Date _____   Meeting Time _____

What is the student's current level of performance in the problem area?

What is the expected level or performance in that area?

At what level would the student have to perform for this area not to be considered a problem?

What can we do to help the student get to this point (determine intervention and objective goal for follow-up)?

Do we need any additional materials or resources to facilitate this intervention?

How will we monitor this intervention and determine progress toward the goal?

When will we follow-up to evaluate this progress?

Team Members Present:

Title   Signature

Principal   _____

SST Coordinator   _____

School Psychologist   _____

Resource Specialist   _____

Classroom Teacher   _____

Parent   _____

Parent   _____

                                 _____

                                 _____

                                 _____

Follow-Up SST Meetings

Student Name _____   Grade _____

SST Meeting Date _____   Meeting Time _____

Was the intervention implemented with fidelity?

How did the student respond to the intervention, is the problem solved?

Is there any additional information that is needed to solve this problem?

Have we attempted everything that can be done within general education to solve this problem or is there something additional that we can do to solve this problem?

Meeting Outcome:

_____ Continue with additional intervention
          Follow-up meeting date: _____

_____ Referral for special education evaluation

Team Members Present:

Title   Signature

Principal

_____

SST Coordinator

_____

School Psychologist

_____

Resource Specialist

_____

Classroom Teacher

_____

Parent

_____

Parent

_____

_____

_____

_____

Initial SST Meeting Agenda

Date: _____

Student Name _____   Grade _____

Dear (Insert Teacher's name),

This is a reminder that we have scheduled an initial SST team meeting on (insert date) at (insert time). It is the expectation of the SST team that this meeting should last between 15-20 minutes. The information that you have provided us in both the initial referral form and the follow-up form give us a good idea of what the problem is and other basic descriptive information. The purpose of this meeting will be to determine how we can help solve this problem. In order to do this we will focus on the following guiding questions:

- What is the student's current level of performance in the referral area?
- What is the expected level of performance in that area?
- Where does the student have to perform for this not to be considered a problem anymore?
- What can we do to get the student to that point?

Please bring with you any information or supplemental data that you think will help us in answering those questions. We should also mention that as a general rule we adhere to the content guidelines that accompany this letter. We have established these procedures out of respect for your time as a professional.

Thank you for the time and consideration that you have put into this process for (insert first name of student). As a team we are dedicated to supporting the learning and development of all students at Newport Coast. We look forward to working with you at the meeting. If you have any additional questions please do not hesitate to contact the SST coordinator.

Sincerely,

The Newport Coast SST Team

Content of SST Meetings

The student study team expects that the content of all meetings shall satisfy the following foundational criteria:

1.) We talk about things that are relevant to the child and….

2.) We talk about variables that we can change

Follow-Up SST Meeting Agenda

Date: _____

Student Name _____   Grade _____

Dear (Insert Teacher's name),

This is a reminder that we have scheduled a follow-up SST team meeting on (insert date) at (insert time). It is the expectation of the SST team that this meeting should last between 15-20 minutes. The purpose of this meeting will be to evaluate the progress of our intervention efforts. In order to do this we will focus on the following guiding questions:

- Was the intervention implemented with fidelity?
- How did the student respond to the intervention?
- Is there any additional information that is needed to solve the problem?
- What else can we do to solve the problem?

Please bring with you any information or supplemental data that you think will help us in answering those questions. We should also mention that as a general rule we adhere to the content guidelines that accompany this letter. We have established these procedures out of respect for your time as a professional.

Thank you for the time and consideration that you have put into this process for (insert first name of student). As a team we are dedicated to supporting the learning and development of all students at Newport Coast. We look forward to working with you at the meeting. If you have any additional questions please do not hesitate to contact the SST coordinator.

Sincerely,

The Newport Coast SST Team

Content of SST Meetings

The student study team expects that the content of all meetings shall satisfy the following foundational criteria:

1.) We talk about things that are relevant to the child and….

2.) We talk about variables that we can change

<u>Team Member Invitation to Initial SST Meeting</u>

Date: _____

Dear SST Team Member,

You have been invited to an initial SST team meeting for ==(insert student)== on ==(insert date)== at (==insert time==). It is the expectation of the SST team that this meeting should last between 15-20 minutes. The purpose of this meeting is to provide support and consultation so that we can solve the referral problem and specifically address the following questions:

- What is the student's current level of performance in the referral area?
- What is the expected level of performance in that area?
- Where does the student have to perform for this not to be considered a problem anymore?
- What can we do to get the student to that point?

Please bring with you any information or supplemental data that you think will help us in answering those questions. We should also mention that as a general rule we adhere to the content guidelines that accompany this letter. We have established these procedures out of respect for your time as a professional. If you have any additional questions please do not hesitate to contact the SST coordinator. Thank you for your participation.

Sincerely,

The Newport Coast SST Team

Team Member Invitation to Follow-up SST Meeting

Date: _____

Dear SST Team Member,

This is a friendly reminder for follow-up SST team meeting for (insert student) that was scheduled for (insert date) at (insert time). It is the expectation of the SST team that this meeting should last between 15-20 minutes. The purpose of this meeting is to provide support and consultation so that we can evaluate the progress of the current intervention and specifically address the following questions:

- Was the intervention implemented with fidelity?
- How did the student respond to the intervention?
- Is there any additional information that is needed to solve the problem?
- What else can we do to solve the problem?

Please bring with you any information or supplemental data that you think will help us in answering those questions. We should also mention that as a general rule we adhere to the content guidelines that accompany this letter. We have established these procedures out of respect for your time as a professional. If you have any additional questions please do not hesitate to contact the SST coordinator. Thank you for your participation.

Sincerely,

The Newport Coast SST Team

Parent Invitation to SST Meeting

(Insert Date)

Dear (Insert parent or parents names),

The purpose of this letter is to notify you of a Student Study Team meeting that has been scheduled for (insert student name) on (insert date) at (insert time). We have scheduled this meeting due to concerns that were raised by your child's teacher regarding their current academic or behavioral performance in the classroom. The purpose of this meeting will be to discuss how we can help support your child at school. The purpose of the Student Study Team is to provide additional support and consultation to classroom teachers and other professionals to ensure that all students at Newport Coast are learning and developing to the best of their ability. We anticipate that this meeting should take between 20-30 minutes.

You are not required to attend this meeting however your input would help us greatly in determining how we can best support your child. If you have any questions or concerns with regard to this process please do not hesitate to contact the SST coordinator.

Sincerely,

(Insert SST coordinator name)
SST Coordinator
Newport Coast Elementary School

Duane Cox, Ed.D.
Principal
Newport Coast Elementary School

<u>SST Outcome Evaluation</u>

Please rate the following questions according to this scale:

1 = Extremely Unsatisfied
2 = Somewhat Unsatisfied
3 = At an expected level (average)
4 = Better then expected
5 = Above and beyond what was expected

1.) How satisfied were you with the information that was provided by the SST team to help you prepare for the meeting?

1   2   3   4   5

2.) How satisfied were you with the preparation of SST members for the meeting?

1   2   3   4   5

3.) How satisfied were you with the content of the meeting?

1   2   3   4   5

4.) How satisfied were you with the meeting process?

1   2   3   4   5

5.) How satisfied were you with the outcome of the meeting?

1   2   3   4   5

6.) How satisfied are you were you with the SST process as a whole?

1   2   3   4   5

7.) How satisfied were you with the availability of team members to assist you outside of the meeting?

1   2   3   4   5

8.) Is there anything that you think needs to be done to improve the SST process?