The Mustard Seed Project
October 2017

STUDENT SUPPORT TEAMS
Student Support Team

- School based, collaborative process designed to help promote student success in the classroom
Goals for Today

- Explore the process used by the Diocese of Arlington over the past 15 years
- Determine how this can be replicated in your location
Model Followed

- Randall Sprick: Teacher Assistance Teams
- 30 minute brainstorming process
- Provides teacher ideas of interventions to try along with the support needed
- Provides documentation of attempts to assist the student before moving toward evaluation
Role of Team Members

- Facilitator-Leads the team, reminds participants to keep focused
- Time Keeper-Monitors the time during the meeting
- Note Taker-Records information for the team. (computer/smart board)
- Follow-up Contact- Provides follow-up assistance and support for the teacher
Who Attends?

- Concerned Teacher
- Resource/special education staff
- School counselor
- Administrator and/or
- One or two teachers
- School Nurse?
- Parents?
- Student?
Why We Implemented

Child Study Team
General Education Process

Committee Members include: Person who made the referral, principal or designee, at least one teacher, at least one specialist.

Purpose: To identify and recommend strategies to address child’s issues
Why We Continue

- Support for the classroom teacher(s)
- Response to Intervention
- Tiered Interventions
- Documentation
Format and Timeline

- **Background Information** (6 minutes): Concerns, Strengths, Strategies Tried;
- **Specific issue to address** (2 minutes): Remember, you cannot change all concerns at one time;
- **Responsible and Irresponsible Student Actions** (4 minutes): Actions related to the specific issue;
- **Response** (2 minutes): How will school staff respond to challenges;
- **Proactive Strategies** (5 minutes): Brainstorm strategies to encourage responsible behavior;
- **Proactive Plan** (3 minutes): Concerned teacher selects a manageable set of proactive strategies to implement;
- **Final Details** (8 minutes):
  - Evaluation—2 ways to determine if the plan is working
  - Identify school staff to support the teacher
  - Schedule follow-up meeting for 3 to 4 weeks from now
Diane Elliott
Arlington Diocese Catholic Schools
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7 Step Process (30 Minutes)

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<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Age</th>
<th>Meeting Date</th>
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<tbody>
<tr>
<td>Facilitator</td>
<td>Concerned Teacher</td>
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<tr>
<td>Other Participants</td>
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Step 1: Background (6 Minutes)

Describe the concern. (Identify when, where, how often, how long, etc.)
- Concern:

- When:
- Where:
- How Often:
- How Long:

Identify student strengths.
* * *
* * *
* * *

Identify strategies already tried.
* *
* *
* *
### Step 2: Specify the Issue and Goal (2 Minutes)

Narrow the scope of the concern and identify a goal.

*Specific issue to address:

*Goal

### Step 3: Responsible and Irresponsible Actions (4 Minutes)

Provide examples of responsible behavior and student strengths to encourage. Provide examples of challenges to overcome.

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<tr>
<th>Responsible Behaviors/Strengths</th>
<th>Student Challenges</th>
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### Step 4: Staff Response (2 Minutes)

Determine the response regarding the concern/issue at hand. Will it be corrected, ignored, or will a consequence be implemented.

### Step 5: Proactive Strategies (5 Minutes)

Brainstorm strategies to encourage responsible behavior (BRAINSTORM, Do not evaluate.)
Step 6: Proactive Plan (3 Minutes)

The Concerned Teacher(s) selects a manageable set of strategies from # 5 to implement.

Step 7: Final Details (8 Minutes)

**Evaluation**-Identify at least 2 ways to determine if the plan is working.
1.
2.

**Support**-Identify things other adults can do to assist the student and the concerned teacher. (Be specific what, where, when.)

**Plan Summary**-
*Identify each person’s responsibilities and when actions will be taken;  
*Identify who will discuss the plan with the student (and parents) and when; and  
*Schedule follow-up meeting

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<tr>
<th>Who</th>
<th>Responsibilities</th>
<th>Date(s)</th>
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Discussion with Student and Parents
Who | Date | Time |
     |      |      |

SST Follow-Up Meeting
Day | Date | Time |
    |      |      |
Diocese of Arlington
Student Support Team Follow-up #1, 2, 3 (Circle One)
CONFIDENTIAL

School _____________________________  Principal _______________________
Address ____________________________  Phone _________________________
__________________________________________________________________________
Fax ________________________________

The purpose of this follow-up is to review the progress and effectiveness of prior actions:

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<tr>
<th>Student</th>
<th>Grade</th>
<th>Age</th>
<th>Date of Meeting</th>
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<tbody>
<tr>
<td>Facilitator</td>
<td>Concerned Teacher</td>
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Other Participants
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Statement of Concern:

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<th>Previous Action Taken</th>
<th>Outcomes</th>
<th>Effectiveness</th>
<th>New Information</th>
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<th>New Actions</th>
<th>Purpose</th>
<th>Who</th>
<th>How/When</th>
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Based on discussion and evaluation of previous actions taken, the recommendation(s) is/are:

- Continue present interventions/services with no changes: next meeting on __________
- Change the present interventions/services; develop a new plan
- Phase out the present interventions/services by __________________________ (date)
- Conduct additional evaluations, observations; bring further work samples, etc., to next meeting on __________
- Refer student for psycho-educational testing
- Exit the intervention plan, based on no further need for support
Student Support Teams (SST)

When a teacher sees a student having difficulty, the teacher may seek informal recommendations from other teachers, especially the teachers who have taught the student in the past, administrators, or other educational professionals in the school. Remember the need to observe guidelines of confidentiality in your discussions. Discussions should take place in a private area, not in the hallway or school front office.

The SST is composed of school personnel whose purpose is to 1) clarify the nature of the problem(s) the student presents, 2) develop corrective consequences for the problem(s), and 3) develop proactive and positive strategies in order to prevent future problems. A meeting of the SST should take place before any referral for evaluation occurs. The minutes of the SST create a paper trail of interventions implemented and the student’s response to the interventions to present to a child study team or private evaluator. The team should meet at least three times before a student is referred for an evaluation. Poor grades, difficulties resulting in continuous office referrals or detentions, or unexcused absences may be reasons for a Student Support Team meeting to be held. Automatic referral requirements may vary from school to school.

Who attends an SST meeting?
Parents and student (if age appropriate) may be invited to attend the meeting. Parents need to know up front that there is a 30 minute time limit to the meeting and the facilitator will keep the meeting moving.
School representatives may include:
The concerned teacher
resource/special ed teacher
school counselor
administrator
one or two other teachers.

How does a SST function?
A SST is a 30-minute brainstorming process. School representatives are assigned the roles of:
Facilitator: leads the team through the process; reminds participants to keep focused,
Time Keeper: Monitors the time during the process,
Recorder/Scribe: Records information for the team. May use an overhead so all can keep focused,
Follow-up Contact: Provides follow-up assistance and support for the teacher (typically a special educator or counselor).

Discussion follows the following format and time line:
1. Background Information (6 minutes): Concerns, Strengths, Strategies Tried;
2. Specific issue to address (2 minutes): Remember, you can not change all concerns at one time;
3. Responsible and Irresponsible Student Actions (4 minutes): Actions related to the specific issue;
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  1. Evaluation—2 ways to determine if the plan is working
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**When does the SST meet?**
Typically the team will meet once or twice a month depending on the size of the school. The day of the week and time of day will vary from school to school. The faculty should come to consensus on the meeting days and times. A schedule should be developed and published so teachers experiencing concerns may sign up for assistance.

**Must a follow-up meeting be scheduled?**
Yes. Educators need on-going support to implement and monitor the success of the intervention. The SST will need to determine if the original plan should continue, be modified or redesigned, or begin to fade.