

Hudson Prairie Student Support Team (SST) Guidelines

Introduction

The Student Support Team (SST) process is a multidisciplinary approach to ensure appropriate education for all learners.

One of the key roles of the Student Support Team is that this is the team that is responsible for the problem solving process at each school that supports Response to Intervention (RtI). The following sequence of four steps of the problem solving process are completed in all situations, whether addressing large groups (district or school-wide), smaller groups (grade level or classroom), or individual children.

1. Problem Identification, entails accurately identifying the problem and the desired behavior for the student(s) experiencing academic or behavioral difficulty.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. During Intervention Design & Implementation, evidence-based interventions based upon data collected previously are selected or developed, then implemented.
4. Lastly, evaluating the effectiveness of interventions utilized is paramount in a problem-solving process. This fourth step is termed Response-to-Intervention. It is in this fourth step that a student or group of students' response to our implemented intervention is measured so that we may evaluate the effectiveness of our instructional efforts.

The Student Support Team has the role of developing pre-referral intervention procedures for students exhibiting academic or behavioral problems. These procedures may provide resolution of academic or behavioral concerns so that a referral for special education services may not be necessary.

The SST has a strong focus on pre-referral activities. The intent is to ensure we are exhausting all resources in the general education program before we move a child into a special education referral.

Students suspected of a disability should be brought to the attention of the Student Support Team. This team is the group of professionals who are knowledgeable to evaluate the child to determine if the child has a disability and may be in need of specially designed instruction through a special education program. **Parents need to be notified that their child will be brought to the Student Support Team.** If appropriate, parents may be invited to the meeting to be a part of the discussion.

The pre-referral and problem solving process begins with a general educator bringing concerns about a student to the Student Support Team to problem solve. The team meets to pinpoint the specific behavioral or academic data in the areas of concern. Intervention strategies are

reviewed and agreed upon. The general education classroom teacher uses the identified intervention strategies for a predetermined period of time which may be for a few weeks to a few months. Additional data is collected based on the student's progress and is documented and communication continues between the general education teacher and the Student Support Team. If the student is not making sufficient progress based on the data collected, a formal referral for special education evaluation may be considered.

The SST is led by a school counselor who is responsible for maintaining the SST Monitoring Logs.

Responsibilities of the Chairperson (School Counselor): receive referrals, create agenda & chair the SST meetings, maintain SST monitoring logs, invite other staff to the meeting if referral suggests the need for particular expertise.

Responsibilities of team members: review interventions for completeness and appropriateness, provide recommendations for classroom interventions and strategies and resources, represent colleagues, and make interventions for each referral (in-building services, 504 plan, and special education evaluation). It is important for all members to remember they are representing their colleagues, as well as providing individual expertise.

The SST has the following primary responsibilities:

1. Provide teacher assistance: The SST provides a forum for general education teachers to bring student concerns. Teachers may present information defining current concerns they are experiencing in their classrooms with the individual student. The SST will provide suggestions and identify resources available to help the teacher support the student. The SST provides suggestions for appropriate classroom interventions and data collection methods that may be used prior to referring a student for a special education evaluation.
2. Review pre-referral interventions: The SST has the responsibility to review the documented interventions to ensure that at least two instructional interventions with data collection/progress monitoring have been carried out over an appropriate time frame (minimum of three weeks but more common 6 weeks or more per intervention as a guideline).

The SST must consider the following options for each referral:

- a. Recommend the classroom teacher continue current interventions and progress monitoring for extended time and/or implement other suggested interventions.
- b. Recommend additional general education services available such as 504, Reading Support, ESL Services, Title I, or after school intervention programs when available.
- c. Recommend special education evaluation.
- d. No further follow-up needed.

3. Make decisions to proceed with an initial special education evaluation: The SST will review the pre-referral interventions and student data, input from the parent, and individual student file information and any other relevant information to determine if an initial special education

evaluation is appropriate. Refer to the *Written Procedures for Initiating, Accepting and Processing Referrals for Special Education Evaluations (Required by Wisconsin Statutes Section 115.777(3)(a))* for the details on the process of special education referrals.

Approach each case with the problem solving format

1. Report on relevant information gathered (teacher collected classroom data, test results, educational history, pre-referral checklists, etc.)
2. Identify the student's strengths and areas of need
3. List interventions indicated by information gathered
4. Brainstorm and prioritize interventions
5. Determine how data will be collected and evaluated

EVALUATION OF TEAM EFFECTIVENESS

Periodic evaluation is essential to determine and maintain effectiveness.

An honest assessment of team members' contributions and commitment must be made.

Questions may include:

1. Were interventions based on sound educational practices?
2. Were sufficient resources available (time, personnel, space, etc.) for success?
3. Were interventions knowledgeable and consistently applied?
4. Was either pre or during intervention data inaccurate?
5. Was there sufficient time to accomplish intended results?