

## Guided Notes for Structuring Student Support Team Meetings Video

This document provides guided notes for use when viewing the Structuring Student Support Team Meetings recorded video.

School Leadership Team members and coaches will view the "[Structuring Student Support Team Meetings](#)" video on the MiMTSS TA Center's YouTube channel. The video provides considerations for School Leadership Teams and Coaches for structuring Student Support Team meetings to support effective individual student problem solving.

Complete the guided notes while viewing the recording.

### Team Structures

#### School Leadership Team

The School Leadership Team is the foundational team that takes a \_\_\_\_\_ view. At Tier 1, the School Leadership Team is problem-solving using school-wide data, such as \_\_\_\_\_ data for both reading and behavior and behavior referrals, as well as reviewing fidelity data. The School Leadership Team also serves to develop and coordinate all of the components of the \_\_\_\_\_ system, ensuring that the intervention system provides \_\_\_\_\_, \_\_\_\_\_, and equitable access to intervention for all students who require additional instruction and intervention and that the interventions are effective.

#### Grade Level Teams

Grade level teams review \_\_\_\_\_ and \_\_\_\_\_ data on a regular basis and use the intervention system tools, such as the \_\_\_\_\_ grid, to identify students in need of intervention and connect them to the intervention that matches their specific needs.

#### Interventionist Meetings

The interventionists review the progress monitoring data of their intervention \_\_\_\_\_ and apply specific variables to \_\_\_\_\_ the interventions for the intervention group based on the data of each \_\_\_\_\_.

## Student Support Team Meetings

The Student Support Teams are formed around each \_\_\_\_\_ who, based on data, has been identified as needing an \_\_\_\_\_ plan for intensification of their academic and/or behavioral intervention.

## Definition of Student Support Teams

According to the definition in the Reading Tiered Fidelity Inventory, a student support team is a: “Group of individuals whose role is to ensure students are able to be \_\_\_\_\_ in the school environment. The team works \_\_\_\_\_ to implement a particular \_\_\_\_\_ plan of support that depending on the student’s needs and may include both \_\_\_\_\_ and \_\_\_\_\_ components. Team members can be a \_\_\_\_\_ of school / district staff, parents, and/or individuals from outside agencies, e.g., Community Mental Health.”

Is this definition similar to how you would define a Student Support Team?

Student support teams are those teams that:

- Engage in problem solving for an \_\_\_\_\_ student with identified needs in academics and/or behavior
- Plan and coordinate the \_\_\_\_\_ of interventions for a \_\_\_\_\_ student. Team membership will \_\_\_\_\_ and look different from \_\_\_\_\_ to \_\_\_\_\_
- Will \_\_\_\_\_ an FBA and develop the behavior intervention \_\_\_\_\_ for a student when determined needed

## Student Support Team Structure

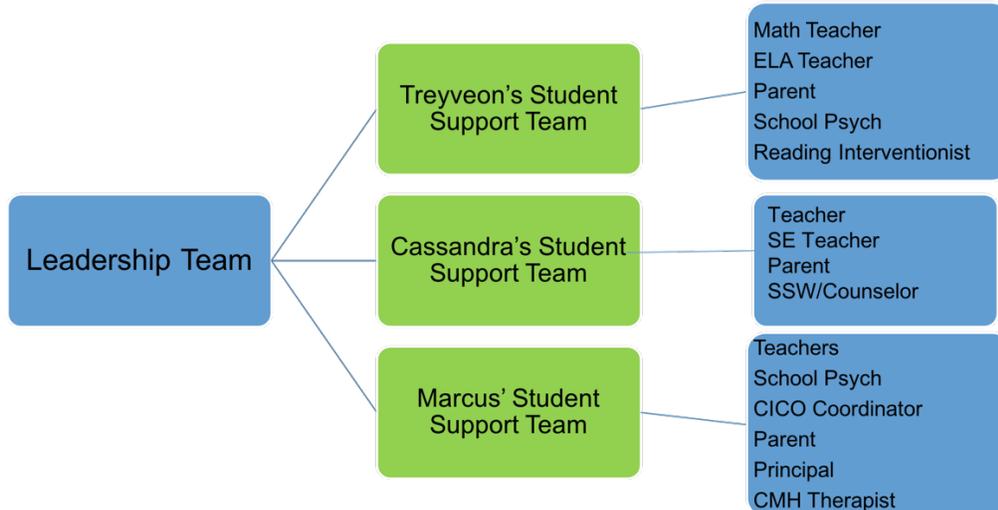


Figure 1. Student Support Team Structure

### Different Structures in Schools

- We have a binder system in place where teachers just sign up if they need to meet with “the team” to problem solving around a particular student. How does that fit in?
- We pull together our Child Study Team when people are concerned enough about the student’s lack of progress that a referral for a special education evaluation is being considered. How does that fit into this structure?
- Our Student-Teacher Assistance Team is a place where teachers can get ideas for providing supports or interventions to students. Where does that fit?

### Considerations

Recall: An Intervention System is designed to ensure \_\_\_\_\_, effective, and \_\_\_\_\_ access to interventions in a \_\_\_\_\_ way

When the Intervention \_\_\_\_\_ is in place and working well, it can take care of the functions of:

- The “sign up in the binder” or teams for teachers to get some ideas for strategies
- Identification of which students might need more support or interventions
- Determining the point in which a disability is suspected and a referral for special education evaluation would commence

ER Analogy:

- Emergency Room
- Urgent Care Centers

- Clinics in CVS and Walgreens

### **Pause for Reflection Questions**

- How is the Student Support Team (SST) structure currently operating in your school?
- How is the SST structure connected (or not) to your newly developing intervention system?
- What changes may be necessary to help ensure you are not flooding Tier 3?
- Who might be impacted by changes to structure?

## **Student Support Team Meetings**

### **What Does This Look Like?**

- You are probably wondering what a Student Support Team meeting would look like with the focus on intensifying interventions
- Problem solving for individual students will continue to follow the same problem solving process and the same intensification variables that you've using to intensify interventions for intervention groups
- What shifts is the focus is now on applying the intensification variables for the **individual student** to improve their outcomes, rather than on the intervention group
- Data-Based Individualization (DBI)
  - Data-Based Individualization is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies
  - DBI is the technical term for what many good teachers do naturally through the problem-solving process; frequently review student data and make changes to instruction accordingly
  - DBI makes this process more systematic, explicit, and tailored to meet the needs of individual students through a multi-step process that intensifies instruction and support

### **Five Steps of Data-Based Individualization**

1. Validated intervention program, delivered with greater intensity
2. Progress monitoring

3. **Informal diagnostic assessment / Functional assessment**
4. **Intervention Adaptation**
5. **Continued progress monitoring, with adaptations occurring whenever needed to ensure adequate progress**

Focus of Student Support Team Meetings are step numbers \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

For more information on Data-Based Individualization, please watch the [Data-Based Individualization Overview webinar](#) on the MiMTSS YouTube channel.

## Tools to Support Process

1. Tier 3 Checklist
2. Sample Student Support Team Template for meeting agenda and meeting notes
3. Case Scenario for Data-Based Individualization: Nate (Intensifying Interventions live session content materials)

## Next Steps

- Continue to meet at least monthly as a Leadership Team
- Review your guided notes from this video as a team
  - Discuss your current Student Support Team structure and how it is currently connected to your Intervention System. What changes may be necessary?
  - Discuss what changes or updates might be needed to your existing process and forms to align with the individual problem-solving and DBI process
- Continue working on the activities outlined in your MTSS Implementation Plan related to the installation and implementation of your Intervention System and Intensifying Interventions

## URLs Used in Document

[Structuring Student Support Team Meetings](#)

(<https://www.youtube.com/watch?v=xCEQGZR0ULs&feature=youtu.be>)

[Data-Based Individualization Overview](#)

(<https://www.youtube.com/watch?v=-K1Ojdy3AxI>)

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