



**Molalla River Academy**

**Student Success Team**

**Manual**

**Revised August, 2016**

**Development of the MRA Student Success Team Process**

The Molalla River Academy's SST process was developed by a small but dedicated committee with the mission of MRA at the forefront. Molalla River Academy believes that each and every student is a capable learner. MRA strives to meet the needs of each unique individual. The SST process is one tool used to meet those needs. Many thanks to:

Jessie Paulson  
Shelley Urben

**Student Success Team (SST) Manual**

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### **The Student Success Team (SST)**

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The Student Success Team (SST) is a general education function, independent of special education, developed to assist struggling students. The purpose of an SST is to collaborate, differentiate, and generate and monitor strategies and interventions to support students, teachers and families to ensure that each student has an equitable opportunity for success.

The SST is comprised of a school site inter-disciplinary team who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students. One might think of the SST as a “think-tank”, a peer support group, or a forum for structured and routine focus on addressing student needs. The intervention team is a common sense approach that offers a systematic process to successfully close the gap through which students have traditionally fallen. The team is not so much a “new” service, but rather it builds on existing services and efforts in order to upgrade the school’s ability to respond effectively to student needs. The SST has a vital role in creating a high achieving school as expressed in the following goals: 1) enable teachers to teach students more effectively, 2) enable students to acquire academic and social competencies, achieve standards, become independent learners for life, and 3) create a collaborative culture among all staff. The SST should not be viewed as a gatekeeper to the special education process.

A referral to the SST may be made when a student continues to struggle, despite instruction in the core curriculum with differentiation and individualized strategies developed by the grade level team. These struggles may exist in the areas of behavior, academics, health, attendance, or social/emotional difficulties.

The Student Support Team’s primary function is routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems. Teams work effectively when they work with other teachers and staff members, analyze student problems, and design interventions powerful enough to effect the desired change.

### **The SST Referral Process: Key Components to the SST**

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The referral process begins at the grade level Professional Learning Community (PLC), otherwise known as the classroom team. The purpose of using the grade level PLC as the first step in the referral process is to ensure that the aspects of the Core Program are implemented, so that each student has access to the core curriculum before any referral is made to the SST.

After resources have been exhausted at the grade level PLC, the teacher makes a request for assistance. The referring teacher, with support of SST members, is responsible for gathering additional information to better determine the need for the SST referral, and the teacher completes the referral forms. A member of the SST meets with the teacher to review and clarify the problem and, in most cases, conduct a classroom observation.

Once the problem has been identified and any needed data gathered, an SST meeting is scheduled. At this meeting the team focuses on brainstorming, evaluating, and selecting high probability interventions and creating an action plan. An implementation period of a sufficient length of time follows with support provided to the teacher to assist with the interventions. The team reconvenes for a follow-up meeting to review the outcomes and determine the next steps. The problem-solving process continues until the intervention(s) is successful or until a determination is made that a more in-depth evaluation for special services is required.

Refer to the flow chart in the Appendix for further detail on the process.

### **The PLC Role in the SST Process**

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In order to allow teachers to build capacity and engage in problem solving within the grade level team, each team shall spend a portion of their PLC meeting time to problem solve for struggling students. This is when a teacher should bring a student up for discussion. In preparation to discuss a student need, the referring teacher should compile the necessary data to complete the **Teacher Pre-Referral SST Intervention Form**. Each area in the form is required to be completed. Each of the forms used in the SST process are also available electronically.

The PLC will create a plan using the **Teacher Pre-Referral SST Intervention Form** to address the needs of each struggling student. The purpose of the Intervention Form is to provide a framework for discussion and problem solving relative to a student need, while focusing on the essential components of the core program.

The referring teacher presents the student information to the other team member, without interruption, in order to allow the referring teacher to present the student's profile without losing focus. The other PLC member may write questions or ideas while the referring teacher is presenting.

The other PLC member may then ask clarifying questions and brainstorm strategies, using the samples provided or their own questions or ideas.

Once strategies are brainstormed, the PLC identifies the expectation for the student in the area of concern. The referring teacher then selects strategies to attempt, documenting them and identifying the responsible PLC member on the **Teacher Pre-Referral SST Intervention Form**. Only members of the PLC, or outside resources present in the meeting, may be listed as responsible for implementation of a strategy.

Additional thoughts or ideas may be recorded. A SMART (specific, measurable, attainable, relevant, and timely) goal should also be developed to ensure that the outcome is measurable. The PLC determines and records the follow up date on the worksheet. A PLC member should be established as the record keeper, who will keep track of scheduled follow ups. A copy of the **Teacher Pre-Referral SST Intervention Form** should be filed with the Executive Director to ensure that the administrator is aware of the student need(s). Contact should be made with the parent to gain additional input and to help determine whether or not the new strategies are effective.

A PLC may need to repeat the process at each follow up, depending on the results of the strategy. A new Teacher Intervention Form should be completed for each follow up. A referral to the SST may be required once the PLC exhausts all strategies and resources.

### **Referral to the SST**

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Once a PLC exhausts all strategies and resources, a referral to the SST may be made. The referring teacher fills out the **Teacher Pre-Referral SST Form**, **Parent Interview**, and **Student Interview** as appropriate.

If used, the **Student Interview** form should be completed by the student, or if appropriate, the questions may be read to the student and answers dictated by the referring teacher. The **Parent Interview** may be conducted by the referring teacher or an appointed SST Case Manager, depending upon the circumstances. Translators should be used when the parent’s primary language is that other than English.

The Parent Interview Form, the Initial Teacher Intervention Form, any team meeting notes, and any assessment data are all attached to the **SST Teacher Pre-Referral SST Form**. These are then submitted to the school counselor who will ensure that the information is complete. Once it has been approved, an SST Case Manager is assigned. The SST Case Manager will then make at least one classroom observation using the **Case Manager Pre-Intervention Notes Form** and the SST meeting will be scheduled. The SST Meeting notice will be completed and sent to all SST members, referring teacher, and parents, when appropriate.

**Members of the SST**

<b>Essential Members (required):</b>	<b>Roles</b>
Administrator or Designee	May facilitate and provide the agenda for the meetings, also provide support and guidance to the team members.
Person making referral (referring teacher), may also be Case Manager	Describes referral question to the Case Manager or SST and presents basic information about the student.
Case Manager (may also be referring teacher)	When a request is received, a Case Manager is assigned. This individual is responsible for meeting with the requesting teacher to pinpoint the problem, gather data, including observing the student if needed, and possibly talking with others who might have additional information to help clarify the presenting problem. Based upon this information, the Case Manager may consider the need to engage Ancillary Team members. The Case Manager supports the requesting teacher at the meeting. This person describes the referral question to the SST and presents basic information about the student. May assist referring teacher in completing Parent Interviews or gathering data to complete the referral. Special education staff should not serve as Case Manager.
Two general education representatives (elementary)  And as needed: Special education teacher  Speech-Language Pathologist	Listens to case presentations, assist in clarifying problems, and help to develop an action plan by suggesting academic and behavioral interventions. May also serve as facilitator, recorder, Case Manager, timekeeper or meeting organizer. .

School Counselor	
Recorder (may be one of the above)	Records pertinent data on the SST Intervention Plan form for each student. The recorder is assigned the task of documenting the key meeting discussion points, decisions, responsibilities, and time frames for conducting the interventions. This person is also responsible for distributing copies of the report forms as appropriate and ensuring that report forms are placed in the individual student's SST folder.
Timekeeper (may be one of the above)	In order to remain focused on the task and to help avoid protracted meetings, one member serves as timekeeper to keep the team aware of the time constraints. A best practice is the use of a timer to structure the pace of the meeting.
Parent/guardian	Attends meetings as appropriate and provides pertinent background information regarding health and development, family issues, school history, and social/emotional issues.
Student	Attends meetings as appropriate and provides personal perspective about his/her problems and needs.

School Support Members (optional):	Roles
Prior year teacher(s)	Support staff members may participate on the SST on a regular or as needed basis. They may be specifically invited to attend an SST meeting because of their expertise regarding a particular area of concern.

**The SST Meeting: Logistics**

<b>Time</b>	Regularly scheduled meetings At least 30 minutes Before/After School (school site decision)
<b>Place</b>	Large enough space  Ensures confidentiality of student information
<b>Norms</b>	Established site meeting norms

**The SST Meeting: Process**

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As time is a limited resource, the SST should make every effort to restrict the meetings to a thirty (30) minute timeframe. The meeting should begin with introductions, if necessary. The team Manager then makes a brief statement regarding the meetings' purpose and anticipated outcomes followed by a review of the agenda and timelines. The heart of the problem-solving meeting has five basic components: 1) review and clarify the problem, 2) brainstorm possible interventions, 3) discuss and evaluate interventions, 4) choose intervention(s), and 5) develop an action plan. These steps are more thoroughly addressed in the next section. When the problem solving is concluded and the Intervention Plan is written, the team Manager brings closure to the meeting by verbally summarizing the major decisions and identifying the individuals responsible for implementation of the plan.

**Before the Meeting**

Invitations: Notify/invite all pertinent members.

Recording Form: **SST Intervention Plan**

Designate Tasks: Appoint time keeper, recorder and facilitator.

**Meeting Beginning (Facilitator)**

Review names and introduce case manager and/or referring teacher.

**Student Successes**

Share the strengths of the child being presented.

**Known Information/Evidence of Strategies Attempted**

Share the instructional strategies that were used.

Share instructional action plan(s).

**Chief Challenges/Concerns**

Share the areas where this student struggles. Prioritize concerns.

Share any questions that can't be answered at this time.

**Proposed Solutions**

(Team Brainstorm: 2 minutes uninterrupted, 5 minutes clarification, 7 minutes total)

What strategies may be most effective to support this student?

What are possible classroom interventions?

**Action Plan (Facilitator)**

What 2-3 strategies of those brainstormed will you implement between now and next meeting?

Who will be responsible for implementing the strategies?

**Desired Outcome/Goal**

How will we measure the effectiveness of this new strategy?

After the meeting, recorder distributes copies of the **SST Intervention Plan** to the responsible parties.

### **Monitoring**

In many cases, the amount of support provided to the teacher determines the success of the intervention. Support in planning and conducting interventions and gathering data is critical to achieving positive outcomes for students. The case Manager or other designated team member schedules a personal planning meeting to review and clarify the selected intervention(s) and help in development of needed materials or procedures. Support may include conducting observations using a fidelity checklist, coaching, and providing feedback. Team members may also need to provide assistance with data collection.

### **Follow Up after the SST Meeting**

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The referring teacher makes contact with the parent regarding the outcome of the SST meeting and the strategies that will be attempted.

The SST follow up process should include:

- Observations of the student by other members of the SST using the **SST Intervention Case Manager Notes Form**
- Follow-up SST meeting scheduled three weeks, but could be flexible based on the action plan

When the SST reconvenes for the follow up SST meeting, the **Intervention Plan Review Form, included with the SST Intervention Plan Form**, should be is completed and if necessary, a revised action plan is developed.

The SST may hold annual or bi-annual reviews for SST cases that have been ongoing or to transition cases from teacher to teacher.

### **Storage of the SST Documents**

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SST Meeting Reports and Follow-up are confidential student information and should only be disseminated to staff who are required to have knowledge of the student. Reports will be maintained in a confidential notebook while being reviewed. Upon completion these documents should be stored in the cumulative file.

When a student moves from MRA to another school outside MRA the forms should be shredded.

### **Pre-referral and SST Forms**

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#### **Parent Interview**

- May be completed by referring teacher or an assignee, depending upon the circumstances
- Use interpreter in the primary language of parent whenever possible
- Parent involvement is an essential component of the SST process

**Student Interview**

- To be completed by students based on teachers discretion.

**Teacher Pre-Referral SST Intervention Form**

- Referring teacher completes and brings to the PLC for a student for whom he or she believes is struggling
- Includes student history and BAHA (Behavior, Academics, Health and Attendance) information
- Electronic version with expandable boxes

**Case Manager Pre-Intervention Plan Notes**

- Used by the assigned case manager to conduct an initial classroom observation.

**SST Intervention Plan**

- Completed at the SST meeting to document background and action plan
- Includes Follow-up Section

**SST Teacher Notes**

- Used by the teacher to document student progress with the current intervention plan on a weekly basis.

**SST Intervention Plan Review #1, #2 and #3 with Additional Teacher Notes**

- Used by the teacher and SST team to document updated intervention strategies and progress.

**SST Intervention Case Manager Notes**

- Used by the case manager to conduct additional classroom observations once the SST action plan has been implemented.

**Pre-referral and SST Meeting Quick Guide**

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This section is intended to be a quick reference for the pre-referral and SST referral process.

**Pre-referral**

1. Referring teacher identifies a student who is struggling in behavior, academics, health or attendance. Teacher begins the **Initial Teacher Intervention Form** to discuss the student at an upcoming grade level PLC meeting.
2. At the grade level PLC, the team completes the **Initial Teacher Intervention Form**.
3. At the next grade level PLC, the team reviews student progress toward the identified goal and determines if a revised Intervention Form is necessary.

4. After the grade level PLC has exhausted all resources and strategies, a referral to the SST may be necessary.

### **Referral**

5. The referring teacher completes the **SST Initial Referral Form** and facilitates completion of the **Parent Interview Form** and **Student Interview Form** if deemed appropriate.
6. A Case Manager is assigned and makes a classroom observation using the **Case Manager Pre-Intervention Plan Notes** form.
7. The SST schedules a meeting to review the referral.

### **SST Meeting**

8. Using the SST protocol on page 10, the team reviews the referral and documents the information on **SST Intervention Plan**. At this time the student is scheduled for a follow up review.
9. The responsible team members implement the Action Plan.

### **Follow Up**

9. The student is reviewed at an SST follow up meeting, and the **SST Intervention Plan– Review** is completed. Up to three additional follow up SST plans may be required along with additional reviews prior to referral to special education.

### **Relationship of the SST to Special Education**

The SST addresses classroom or student issues at the request of a teacher or school personnel. The SST does not determine eligibility for special education services. Its existence does not prevent or impede a direct referral to special education by a parent, teacher, individual, or school team. It makes recommendations regarding the full continuum of interventions available at the school from coaching the teacher regarding interventions through the decision-making process for referring a student to special education. While underscoring the general education ownership of this team, it is equally important to emphasize that the SST cannot be a substitute for special education services. When a student is not benefiting from interventions and the SST Team or an individual suspects the presence of a disability, a referral to special education must occur.

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**Frequently Asked Questions (FAQ) about SST**

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**1. How do I talk with a parent about the student's history or conduct the parent interview?**

The parent interview is part of the SST referral process, and is conducted after instructional action plan(s) have been established for the student. As part of the PLC process, the parent should be aware regarding the student's struggles and the strategies that are attempted on the student's behalf. At this point the process, explain to the parent that the student continues to need new strategies or ideas, and obtaining this information gives the school the ability to look at the student's needs in an in-depth manner.

For parents whose primary language is not English, a Community Liaison or Translator should be used when conducting the interview to ensure that accurate information is obtained.

**2. How do I respond if a parent wants to attend their child's SST meeting?**

Encourage parent participation in the SST meeting. Parents are an important part of the SST process and their participation in the SST meeting could provide the team with insight into the student's background, particularly when it could be helpful to the team when developing and evaluating instructional strategies.

**3. As a grade level team, how do we know when to try a new strategy or refer to the SST?**

There is not a way to define at which point the referral to the SST will need to occur for a particular student. To make an accurate evaluation of whether or not the instructional action plan is effective for the student, the PLC should consider the following:

- Does the goal address the area of concern?
- Is the goal measurable, and does it use objective data to measure progress?
- Do the strategies implemented align with the goal?
- Have there been multiple strategies attempted?
- Does the PLC have enough information regarding the student history and background?
- Are there questions that the PLC has unanswered that may impact whether or not the instructional action plan is effective?

**4. What process do I use if my student already has an IEP, but appears to be struggling?**

In general, students who have an IEP should not be referred to SST. If a student is not progressing as expected for a student with an IEP, an IEP meeting should be scheduled to discuss the concerns. Many of the protocols used in the PLC and SST meeting processes can also be used in an IEP meeting to generate strategies, goals or services to address the student's needs.

An exception to this would be for students who have an IEP for speech in the area of articulation only, where no academic concerns had been previously documented. The law requires that school staff develop and implement general education interventions before a referral for a special education assessment is conducted. For these students, the team should follow the PLC process before a referral to an SST is made. It is important to stay in contact with the school's Speech and Language Pathologist regarding the student.

**5. What should I do if my student has been through the process multiple years in a row and they are still struggling? Shouldn't a student like this be referred for special education?**

A student who continues to struggle in some aspect of the curriculum is not necessarily a student who is suspected to have a disability or be eligible for special education services.

There four general "prongs" of eligibility determination, all of which are necessary to be present to determine that a student is eligible for special education and related services:

- The student has a previously identified disability;
- The student's disability adversely affects their educational performance;
- The student requires specialized academic instruction and/or related services;
- Such support is not available as part of the general education program.

There are also exclusionary factors that must be considered. A student shall not be determined to be identified as eligible for special education if the determinant factor for the determination is any of the following:

- Lack of appropriate instruction in reading, including the essential components of reading instruction;
- Lack of instruction in mathematics;
- Limited English proficiency.

**6. Is this process designed to keep students out of special education?**

The MRA SST process is designed to use less restrictive interventions as a first step, using progress monitoring and adaptations to instruction to address student needs. It also allows for resources and interventions to be provided based on student need, not by a label. For example, a student who is demonstrating deficits in reading comprehension is able to access services to support his or her learning, whether or not the student is eligible for special education services.

The school does have an obligation to identify, locate, and assess students with disabilities who are in need of special education and related services. Therefore, students who are suspected of having a disability that is adversely affecting educational performance should be referred to the SST.

**7. What process do I follow if I am concerned only about a student's speech?**

The SST process, as indicated in this manual, should be followed for all concerns. If a referring teacher has a concern that is specific to speech and language, they should complete the Initial Teacher Intervention Form and either a) meet with the grade level PLC and invite the SLP, or b) set up an "informal" PLC with the SLP. At that time, the SLP could provide strategies or consultation and potentially complete an RTI short-term intervention plan, which is used as a pre-referral intervention for articulation difficulties. This plan includes goals and measurable outcomes, so the SMART goal requirement is met. If there are also academic, behavioral or other concerns, the SLP would refer the teacher back to the grade level PLC for that concern.

If there are articulation-only concerns after the RTI short-term intervention plan is completed, the SLP would notify the SST that assessment for articulation is warranted, but it would not require the referral forms and interviews. This is for articulation concerns only. Any concerns in any other area would require the SST referral process.

The school counselor should also be invited to the PLC when there are concerns that may involve school-based counseling. This will result in interventions more quickly, as counseling services can be recommended without the need for the entire SST to convene.

**8. How far ahead of time do the forms need to be completed before the SST meeting? Once a teacher fills out the referral, how does the Case Manager get involved?**

The case manager will be assigned by the MRA school counselor and will assist you in getting your forms completed in a timely manner.

**9. Who is responsible for pulling the SST forms from the cumulative file when a student leaves the school?**

When the teacher fills out the information on the cumulative file before the student leaves the school, the teacher should pull the SST information from the file. This SST information should be stored in accordance with MRA procedures for two years, should the student return to the school.

**10. On the SST referral form, there is a place to document ADHD. Does ADHD need to be diagnosed by a physician?**

The purpose of documenting any history of Attention-Deficit Hyperactivity Disorder (ADHD) on the SST referral is to allow the SST to consider the impact of such a disorder on the student's performance. A referring teacher should check the ADHD box when there is *documented* history of such a disorder, either in Aeries or according to parent report. A medical diagnosis from a physician may be considered, but is not required.

If a referring teacher *suspects* that a student may have attention problems that are interfering with the student's learning, the teacher should include such a statement in the Behavior section of the referral under "attention," rather than checking the box under the health section.

**11. How do I handle a parent request for assessment?**

When a parent is requesting assessment to determine whether or not a student is eligible for special education services, the parent should be directed to put their request in writing. If a parent is unable to do so, the school is required to assist him or her.

The school is required to give the parent prior written notice within 15 calendar days regarding the decision to assess, either by an assessment plan provided to the parent if the school agrees that assessment is warranted, or prior written notice in another form, such as an SST report or letter if the request is denied.

If the school receives a written request for assessment, it is recommended that the SST convene a meeting within 15 days, invite the parent to participate, and discuss and consider the parent's request. If the SST, inclusive of the parent, determines that assessment is not warranted, this decision is documented on the SST report. If the parent continues to request assessment, despite the SST's determination, the Executive Director must be notified so that a prior written notice letter is sent to the parent within the 15 calendar days.

**12. Is there a written notice that gets sent home to the parent to notify them of the SST?**

Parents should be informed about their student's lack of expected progress and interventions that are attempted at every step in the SST process, beginning with the PLC. The parents will have been interviewed by school staff regarding their child during the referral process to the SST.

**13. How does the SST know that the grade level or referring teacher has really designed multiple action plans and that they have been implemented?**

After the PLC has developed an Intervention Plan, a copy should be filed with the Executive Director. The Executive Director, in cooperation with the referring teacher and Case Manager, is responsible for ensuring implementation of the strategies developed on the Form.

**Appendix**

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The following pre-referral and referral forms are located in this appendix for reference:

- **SST Process Flow Chart**
- **SST Check Off Sheet**
- **Teacher Pre-Referral SST Intervention Form**
- **Teacher Support and Modifications Form**
- **Pre-Referral SST Intervention Plan Documents 1, 2, and 3 to be used as needed**
- **Parent Interview**
- **Student Interview Form**
- **Case Manager Pre-Intervention Notes**
- **SST Intervention Plan**
- **SST Intervention Plan Review #1**
- **SST Intervention Teacher Notes**
- **SST Intervention Plan Review #2**
- **SST Intervention Teacher Notes**
- **SST Intervention Plan Review #3**
- **SST Intervention Teacher Notes**
- **SST Intervention Case Manager Notes**
- **Assurances Form**

# SST FLOW CHART

**1. Teacher Notices Concern**



**2. Teacher Meets with Parent.**

- a. Parent fills out "SST Parent Interview Form"
- b. If both parent and teacher decide it is best student will fill out a "Student Interview Form"



**3. Grade Level Team Meeting**

Teacher takes the parent interview form and any additional information (data, assessments, notes, etc) to meeting with grade level team teacher. Together both teachers complete "Teacher Pre-Referral SST Intervention Form" AND "Support and Modifications Form" **\*\*Note:** Follow directions on form carefully\*\*



**4. Grade Level Team Makes a Referral Decision**

After filling out the "Teacher Pre-Referral SST Intervention Form", following all directions, checking off all steps, and if needed going through the "Pre-Referral SST Intervention Plans 1, 2 and 3", grade level team makes a referral decision. **\*\*This decision should be marked at the bottom of the "Teacher Pre-Referral SST Intervention Form"**

NO

YES

**Student IS NOT referred:**

DONE-Place all SST Forms (including Parent and Student Interviews) into the student's classroom file.

**Student IS referred:**

- a. Photocopy all SST forms including Parent and Student Interviews, work samples and assessment documents.
- b. Put original documents in SST Referral Box
- c. Put copies in student's classroom file.

**5. Student is assigned a Case Manager**

\*Case Manager will stop by classroom at a scheduled time to observe student and complete the "Case Manager Pre-Intervention Plan notes form"



**6. Team Meeting for Student**

- a. Team will include teacher, SST members, and parents.
- b. Team will create an initial intervention plan using the "SST Intervention Plan" form



**7. Implement and Observe**

Over the next 2 to 3 weeks the person(s) responsible for implementing interventions (usually the teacher) does so and documents progress a minimum of 1x/week using the "SST Intervention Teacher Notes" form



**8. SST Meeting**

Review the teacher notes and complete the "SST Intervention Plan Review Form". Determine whether or not to proceed to step 9.

**9: Repeat steps 6 - 8 up to 3 times**

**10. Final SST Meeting**

Has the student made progress with interventions?  
**YES**-Keep using interventions  
**NO**-Student is referred to Learning Specialist. Complete the Assurance Form and turn in all documentation.

**Pre-Referral Team (student's teachers):** Please check off and date as you complete the necessary documents. Turn this form in with the required paperwork:

\_\_\_\_\_ Parent Interview

\_\_\_\_\_ Student Interview Form

\_\_\_\_\_ Teacher Pre-Referral SST Intervention Form

\_\_\_\_\_ Support and Modifications Check List

\_\_\_\_\_ Teacher Pre-Referral SST Intervention Plan #1 (put NA if not applicable)

\_\_\_\_\_ Teacher Pre-Referral SST Intervention Plan #2 (put NA if not applicable)

\_\_\_\_\_ Teacher Pre-Referral SST Intervention Plan #3 (put NA if not applicable)

\_\_\_\_\_ Data and Work Samples: Current DRA, Writing Sample, Math Assessment, Behavior Tracker/Notes, etc (Keep copies in student classroom file)

**SST Team:** Please check off as you complete the necessary documents:

\_\_\_\_\_ Case Manager Pre-Intervention Notes

\_\_\_\_\_ SST Intervention Plan

\_\_\_\_\_ SST Intervention Plan Review #1

\_\_\_\_\_ Data:

\_\_\_\_\_ SST Intervention Teacher Notes (to be completed and returned by the teacher)

\_\_\_\_\_ SST Intervention Plan Review #2

\_\_\_\_\_ Data:

\_\_\_\_\_ SST Intervention Teacher Notes (to be completed and returned by the teacher)

\_\_\_\_\_ SST Intervention Plan Review #3

\_\_\_\_\_ Data:

\_\_\_\_\_ SST Intervention Teacher Notes (to be completed and returned by the teacher)

\_\_\_\_\_ SST Intervention Case Manager Notes – Follow up observations (NA if not applicable)

\_\_\_\_\_ SST Intervention Case Manager Notes – Follow up observations (NA if not applicable)

\_\_\_\_\_ Assurances Form

# Teacher Pre-Referral SST Intervention Form

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Attendance: Absences: \_\_\_\_\_ Tardies: \_\_\_\_\_ Where does behavior occur? : \_\_\_\_\_

**STUDENT STRENGTHS:**

**Areas of Concern:**

Please be as specific and detailed as possible (e.g. reading fluency, reading comprehension, phonemic awareness, etc.). PLEASE INCLUDE CURRENT LEVEL in each area of concern. If area is not a known concern, please leave blank.

Reading	
Writing	
Math	
Communication	
Social Skills	
Behavior	
Fine Motor	
Gross Motor	

**Additional Teacher Comments:**

Refer to SST:    Yes    No    Date: \_\_\_\_\_

## SUPPORT AND MODIFICATIONS ATTEMPTED

### Please Include:

- RELEVANT DATA  
(trackers, assessments, etc.)
- WORK SAMPLE

Put a check mark next to any *supports or modifications* the student has received in your classroom:

#### INSTRUCTIONAL MODIFICATIONS

- Small group instruction
- Breakdown of tasks into smaller steps
- Individualized classroom instruction
- Lower level test
- Use of audio books
- Computerized instruction
- Modify or shorten assignments
- Use of more concrete materials
- Alternate Teaching Modes
- Change grouping
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

Please explain

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#### BUILDING SUPPORTS

- Parent Volunteers
- Consultation with partner teacher
- Consultation with Specialist
- Consultation with Principal
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

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#### PARENT SUPPORT

- Parent/Teacher/Student Conferences
- Notes/Emails Home
- School-Home Journal
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

#### BEHAVIOR MANAGEMENT DISCIPLINE

- |   |   |
|---|---|
| <input type="checkbox"/> Clarify Rules                | <input type="checkbox"/> Study Carrel to eliminate distractions |
| <input type="checkbox"/> Provide Routine Schedule     | <input type="checkbox"/> Provide more choices                   |
| <input type="checkbox"/> Move to different seat       | <input type="checkbox"/> Time-Out                               |
| <input type="checkbox"/> Detention                    | <input type="checkbox"/> Praise (specific and clear)            |
| <input type="checkbox"/> Daily Effort Report          | <input type="checkbox"/> Weekly Effort Report                   |
| <input type="checkbox"/> Reward System                | <input type="checkbox"/> Positive Notes Sent Home               |
| <input type="checkbox"/> Stay after school            | <input type="checkbox"/> Use of logical consequences            |
| <input type="checkbox"/> Refer to principal           | <input type="checkbox"/> Removal of preferred activities        |
| <input type="checkbox"/> Seat near teacher desk       | <input type="checkbox"/> In School Suspension (ISS)             |
| <input type="checkbox"/> Behavior Contract            | <input type="checkbox"/> Out of School Suspension (OSS)         |
| <input type="checkbox"/> Modeling of desired behavior | <input type="checkbox"/> Other: _____                           |

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Grade: \_\_\_\_\_

**PRE-REFERRAL SST INTERVENTION PLAN #1 (If Recommended)**

Meeting Date:

Attendants:

1. Identify the **primary** concern (specific skill deficit: e.g. reading comprehension, math fluency, time on task, etc):

A. What is the student's **present** level of performance? (Please use a specific score from a specific assessment)

B. What is the **expected** level of performance? (Please use expected age/grade based score from assessment used above)

C. What is the **difference** between the present level of performance and the expected level of performance?

2. Outline your **goal** for this student:

By \_\_\_\_\_ (Date), \_\_\_\_\_ (Name) will \_\_\_\_\_ (Increase, Decrease, etc.) \_\_\_\_\_ (Behavior) from \_\_\_\_\_ (Present Level) to \_\_\_\_\_ (Future) as measured by \_\_\_\_\_ (Instrument).

3. Interventions:

<b>Interventions</b>	<b>Person Responsible (Name/Title)</b>	<b>How will this be monitored?</b> <small>Data collection sheet, grades, assessments, formal observation, self-reporting, etc.</small>
1.		
2.		
3.		
4.		
5.		

Review Date:

Student Name: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_  
 Grade: \_\_\_\_\_

**PRE-REFERRAL SST INTERVENTION PLAN #2 (If Recommended)**

Meeting Date:

Attendants:

1. Identify the **primary** concern (specific skill deficit: e.g. reading comprehension, math fluency, time on task, etc):

A. What is the student's **present** level of performance? (Please use a specific score from a specific assessment)

B. What is the **expected** level of performance? (Please use expected age/grade based score from assessment used above)

C. What is the **difference** between the present level of performance and the expected level of performance?

2. Outline your **goal** for this student:

By \_\_\_\_\_ (Date), \_\_\_\_\_ (Name) will \_\_\_\_\_ (Increase, Decrease, etc.) \_\_\_\_\_ (Behavior) from \_\_\_\_\_ (Present Level) to \_\_\_\_\_ (Future) as measured by \_\_\_\_\_ (Instrument).

3. Interventions:

Interventions	Person Responsible (Name/Title)	How will this be monitored? <small>Data collection sheet, grades, assessments, formal observation, self-reporting, etc.</small>
1.		
2.		
3.		
4.		
5.		

Review Date:

Student Name: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_  
 Grade: \_\_\_\_\_

**PRE-REFERRAL SST INTERVENTION PLAN #3 (If Recommended)**

Meeting Date:

Attendants:

1. Identify the **primary** concern (specific skill deficit: e.g. reading comprehension, math fluency, time on task, etc):

A. What is the student's **present** level of performance? (Please use a specific score from a specific assessment)

B. What is the **expected** level of performance? (Please use expected age/grade based score from assessment used above)

C. What is the **difference** between the present level of performance and the expected level of performance?

2. Outline your **goal** for this student:

By \_\_\_\_\_ (Date), \_\_\_\_\_ (Name) will \_\_\_\_\_ (Increase, Decrease, etc.) \_\_\_\_\_ (Behavior) from \_\_\_\_\_ (Present Level) to \_\_\_\_\_ (Future) as measured by \_\_\_\_\_ (Instrument).

3. Interventions:

Interventions	Person Responsible (Name/Title)	How will this be monitored? <small>Data collection sheet, grades, assessments, formal observation, self-reporting, etc.</small>
1.		
2.		
3.		
4.		
5.		

Review Date:

Student Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Grade: \_\_\_\_\_

**PRE-REFERRAL SST INTERVENTION PLAN REVIEW #1**

Meeting Date:

Attendants:

1. Were interventions effective?       Yes  No

Explain:

**\*\*Progress monitoring data must be attached.**

2. Are adjustments needed to interventions?       Yes  No

Explain:

3. Are adjustments needed to goal(s)?       Yes  No

Explain:

Previous goal(s):

New goal(s):

4. This team **RECOMMENDS:**

- Student is responding to interventions. Progress will again be reviewed on:
- Interventions need to be adjusted. Team will adjust and review this on:

5. Intervention adjustments:

<b>Interventions</b>	<b>Person Responsible (Name/Title)</b>	<b>How will this be monitored?</b> <small>Data collection sheet, grades, assessments, formal observation, self-reporting, etc.</small>
1.		
2.		
3.		
4.		
5.		

Review Date:

Student Name: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_  
 Grade: \_\_\_\_\_

**PRE-REFERRAL SST INTERVENTION PLAN REVIEW #2**

Meeting Date:

Attendants:

1. Were **adjustment** interventions effective?  Yes  No

Explain:

**\*\*Progress monitoring data must be attached.**

2. Are **further** adjustments needed to interventions?  Yes  No

Explain:

3. Was/were **adjustment** goal(s) effective?  Yes  No

Explain:

**\*\*Progress monitoring data must be attached.**

4. Are **further** adjustments needed to goal(s)?  Yes  No

Explain:

Previous goal(s):

New goal(s):

5. This team **RECOMMENDS:**

- Student is responding to interventions. Progress will again be reviewed on:
- Interventions need to be adjusted. Team will adjust and review this on:

6. Intervention adjustments:

Interventions	Person Responsible (Name/Title)	How will this be monitored? <small>Data collection sheet, grades, assessments, formal observation, self-reporting, etc.</small>
1.		
2.		
3.		
4.		
5.		

Review Date:

Student Name: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_  
 Grade: \_\_\_\_\_

**PRE-REFERRAL SST INTERVENTION PLAN REVIEW #3**

Meeting Date: \_\_\_\_\_

Attendants: \_\_\_\_\_

1. Were **adjustment** interventions effective?  Yes  No

Explain: \_\_\_\_\_

**\*\*Progress monitoring data must be attached.**

2. Are **further** adjustments needed to interventions?  Yes  No

Explain: \_\_\_\_\_

3. Was/were **adjustment** goal(s) effective?  Yes  No

Explain: \_\_\_\_\_

**\*\*Progress monitoring data must be attached.**

4. Are **further** adjustments needed to goal(s)?  Yes  No

Explain: \_\_\_\_\_

Previous goal(s): \_\_\_\_\_

New goal(s): \_\_\_\_\_

5. This team **RECOMMENDS**:

- Student is responding to interventions. Progress will again be reviewed on:
- Interventions need to be adjusted. Team will adjust and review this on:
- Move to a special education referral—student is not responding adequately to intervention (complete “Assurances” form and “Referral to Special Education” form). **\*\*School psychologist must be involved at this point.**

6. Intervention adjustments (if not moving to special education evaluation):

<b>Interventions</b>	<b>Person Responsible (Name/Title)</b>	<b>How will this be monitored?</b>
1.		Data collection sheet, grades, assessments, formal observation, self-reporting, etc.
2.		
3.		

Review Date: \_\_\_\_\_

# SST Parent Interview Form

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Things I really enjoy about my child (his/her STRENGTHS) are:**

**Activities my child likes best are:**

**My concerns about my child are:**

At Home:

At School:

Other:

**Types of discipline I find to be effective with my child are:**

**Expectations I have for my child are:**

**Home circumstances that may be affecting my child's academic/social performance:**(divorce, illness, job change, relocation)

**PARENT SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

# Student Interview Form

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. At school, activities I really like are: \_\_\_\_\_

---

---

2. The activities I like most outside of school are: \_\_\_\_\_

---

---

3. The subjects I am best at are: \_\_\_\_\_

---

---

4. I learn best when: \_\_\_\_\_

---

---

5. I want more help with these subjects: \_\_\_\_\_

---

---

6. If I could change one thing about school it would be: \_\_\_\_\_

---

---

7. When I do things well I like to do or get: \_\_\_\_\_

---

---

8. When I grow up, I would like to be a: \_\_\_\_\_

---

---

9. One good thing about me is: \_\_\_\_\_

# Case Manager Pre-Intervention Plan Notes

DATE: _____	TIME: _____	SUBJECT: _____
-------------	-------------	----------------

OBSERVATIONS (Include subject, time of day, and type of activity in notes)

CASE MANAGER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

# SST Intervention Plan

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Attendants:

1. Identify the **primary** concern (specific skill deficit: e.g. reading comprehension, math fluency, time on task, etc):
  - A. What is the student's **present** level of performance? (Please use a specific score from a specific assessment)
  - B. What is the **expected** level of performance? (Please use expected age/grade based score from assessment used above)
  - C. What is the **difference** between the present level of performance and the expected level of performance?

2. Outline your **goal** for this student:

3. Interventions:

Interventions	Person Responsible (Name/Title)	How will this be monitored? <small>Data collection sheet, grades, assessments, formal observation, self-reporting, etc.</small>
1.		
2.		
3.		

# SST Intervention Plan REVIEW #1

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Attendants:

1. Were interventions effective?  Yes  No

Explain:

\*\*Progress monitoring data **must** be attached.

2. Are adjustments needed to interventions?  Yes  No

Explain:

3. Are adjustments needed to goal(s)?  Yes  No

Explain:

Previous goal(s):

New goal(s):

4. This team **RECOMMENDS**:

- Student is responding to interventions. Progress will again be reviewed on: \_\_\_\_\_
- Interventions need to be adjusted. Team will adjust and review this on: \_\_\_\_\_

5. Intervention adjustments:

Interventions	Person Responsible (Name/Title)	How will this be monitored? <small>Data collection sheet, grades, assessments, formal observation, self-reporting, etc.</small>
1.		
2.		
3.		
4.		
5.		

Review Date:

# SST Intervention Plan REVIEW #2

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Attendants:

1. Were **adjustment** interventions effective?  Yes  No

Explain:

\*\*Progress monitoring data **must** be attached.

2. Are **further** adjustments needed to interventions?  Yes  No

Explain:

3. Was/were **adjustment** goal(s) effective?  Yes  No

Explain:

\*\*Progress monitoring data **must** be attached.

4. Are **further** adjustments needed to goal(s)?  Yes  No

Explain:

Previous goal(s):

New goal(s):

5. This team **RECOMMENDS**:

- Student is responding to interventions. Progress will again be reviewed on: \_\_\_\_\_
- Interventions need to be adjusted. Team will adjust and review this on: \_\_\_\_\_

6. Intervention adjustments:

Interventions	Person Responsible (Name/Title)	How will this be monitored? <small>Data collection sheet, grades, assessments, formal observation, self-reporting, etc.</small>
1.		
2.		
3.		
4.		
5.		

Review Date:

# SST Intervention Plan REVIEW #3

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Attendants:

1. Were **adjustment** interventions effective?  Yes  No

Explain:

\*\*Progress monitoring data **must** be attached.

2. Are **further** adjustments needed to interventions?  Yes  No

Explain:

3. Was/were **adjustment** goal(s) effective?  Yes  No

*Explain:*

\*\*Progress monitoring data **must** be attached.

4. Are **further** adjustments needed to goal(s)?  Yes  No

Explain:

Previous goal(s):

New goal(s):

5. This team **RECOMMENDS**:

- Student is responding to interventions. Progress will again be reviewed on: \_\_\_\_\_
- Interventions need to be adjusted. Team will adjust and review this on: \_\_\_\_\_
- Move to a special education referral – student is not responding adequately to intervention (complete “Assurances” form and “Referral to Special Education” form). \*\*School psychologist must be involved at this point.

6. Intervention adjustments (if not moving to special education evaluation):

Interventions	Person Responsible (Name/Title)	How will this be monitored? <small>Data collection sheet, grades, assessments, formal observation, self-reporting, etc.</small>
1.		
2.		
3.		

Review Date:

# SST Intervention Teacher Notes

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

**Directions:** The Student Study Team has designed an intervention for the student above. As you implement the intervention plan, use this form to document student progress at least once per week.

Week 1 Date:

Week 2 Date:

Week 3 Date:

Week 4 Date:

Week 5 Date:

Week 6 Date:

TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

# SST Intervention Teacher Notes

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

**Directions:** The Student Study Team has designed an intervention for the student above. As you implement the intervention plan, use this form to document student progress at least once per week.

Week 1 Date:

Week 2 Date:

Week 3 Date:

Week 4 Date:

Week 5 Date:

Week 6 Date:

TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

# SST Intervention Teacher Notes

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

**Directions:** The Student Study Team has designed an intervention for the student above. As you implement the intervention plan, use this form to document student progress at least once per week.

Week 1 Date:

Week 2 Date:

Week 3 Date:

Week 4 Date:

Week 5 Date:

Week 6 Date:

TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

# Case Manager Intervention Plan Notes Review # \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ SUBJECT: \_\_\_\_\_

OBSERVATIONS (Include subject, time of day, and type of activity in notes)

CASE MANAGER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

Student Name: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Grade:

**Assurances Form**

***\*\*MUST be completed when student is being referred for a special education evaluation.***

Has student been provided appropriate instruction in reading and math?

Reading       Yes     No      Explain:

Math          Yes     No      Explain:

Has the student received instruction in reading and math from a highly qualified teacher?

Reading       Yes     No      Explain:

Math          Yes     No      Explain:

Has the student been provided the same amount of instruction from highly qualified staff as other students?

Reading       Yes     No      Explain:

Math          Yes     No      Explain:

Was instruction provided using the same curriculum that was used with all students?

Reading       Yes     No      Explain:

Math          Yes     No      Explain:

Was the curriculum used with this student research based and aligned with OR State standards?

Reading       Yes     No      Explain:

Math          Yes     No      Explain:

Were all assessments administered in the student's native/dominant language?

Yes    No -      Explain:

Has the student been in the country/educational system long enough to have benefitted from instruction:

Yes     No      Explain:

**If the student is an English Language Learner (ELL):** N/A

*The following information is meant to help enable the district to discriminate second language acquisition factors and potential eligibility for special education.*

Do the concerns exist across contexts?     Yes    No - Explain:

Does student exhibit same types of behaviors in the native language as in English?  Yes    No - Explain:

Is the student's progress in acquiring English significantly different than peers who started at about the same level of English proficiency and have had comparable instruction?     Yes    No - Explain: