

Student Support Teams Overview

Student Support Teams

Who is on it?

Social Worker, Counselor, PBIS specialist, Administrator, Family and Community Specialist, Nurse, Classroom Teacher

How often should they meet?

At least twice a month. You want to be able to discuss all identified students twice a month, so if there are more than 5-6 students, you may need to meet more frequently.

What students are referred to the team?

Students identified as having consistent behavior and or attendance concerns. The Student Support Team should not, however be the first intervention. Referrals from ISS, PBIS, and classroom teachers should hold staff accountable for implementing teacher led interventions and PBIS/ISS reflection and recovery. Tier II PBIS schools may have defined criteria developed for referral that includes frequency, attendance rates, and academic performance benchmarks. These criteria are developed by the team.

What Decisions/Actions could an SST make?

Student Support Teams should first decide whether more information needs to be gathered through observation/assessment/parent input.

Student Support Teams should consider:

1. Have teacher led interventions been implemented
2. Does this student have a disability that may be substantially limiting and warrant 504 consideration?
3. Are their unmet needs (transportation, food, housing, etc)?
4. If none of those answers warrants an action, the team should conduct an **FBA or Root Behaviors** form to identify target behaviors and root functions.
5. Utilizing the information gathered from the FBA or Root Behaviors form, the SST should create a **BIP or Individual Safety Plan** that works to remove triggers, identify development strategies, and determine consistent responses to misbehavior.
6. The team should identify a process or data tool by which BIP implementation and effectiveness will be monitored (daily log, observation sheet, Check-in/Check-Out, etc)

What forms does the team use?

SLPS Student Support Teams Forms are available on the District website on the Student Support Services page. Each of them is described on the following page.

Forms Info

Functional Behavior Assessment

1. When do we need one?
 - a. When the team has determined that they are going to create a Behavior Intervention Plan. Teams can choose to use this long form OR the Root Behaviors Form.
2. What does it do?
 - a. Identifies Functional Behaviors - The potential root causes for student misbehavior
 - b. Identifies potential triggers so that they may be avoided

Root Behaviors Form

1. When do we need one?
 - a. When the team has determined that they are going to create a Behavior Intervention Plan. Teams can choose to use this short form OR the Functional Behavior Assessment.
2. What does it do?
 - a. Identifies potential root causes for student misbehavior
 - b. Identifies potential triggers so that they may be avoided
 - c. Asks the team to pair down the most significant behaviors

Behavior Intervention Plan (BIP)

1. When do we need one?
 - a. After your team has completed a Root behaviors or FBA.
 - b. Any time you want to develop and document a targeted approach to improving a student's behavior
2. What does it do?
 - a. Works to address potential root causes for student misbehavior
 - b. Works to reduce/avoid potential triggers of misbehavior
 - c. Provides a clear and consistent response to misbehaviors
 - d. Identifies reasonable and achievable goals for Behavior Improvement

Individual Safety Plans

1. When do we need one?
 - a. When a student displays unsafe behavior AND is considered at risk for future unsafe behavior
 - b. An individual student safety plan is generally short-term and is preventative and responsive, but not developmental.
2. What does it do?
 - a. Creates a plan of supervision and monitoring for school staff to follow

- b. Identifies potential triggers so that they may be avoided
- c. Establishes a uniform response to unsafe behavior that minimizes escalation and protects others

Request for Response

1. Student Support Teams can request attendance of any Student Support Services supervisors, including Megan Marietta (social services), Chris Martens (behavior interventions/discipline), Surilla Shaw (nurses), Jeffrey Rhone (Family and Community Specialists) for help in creating a BIP or identifying additional resources.
2. Administrators can use the **Request for Response** (in folder) form to contact Stacy Clay, the Deputy Superintendent of Student Support Services for Intervention assistance.
3. Students in grades K to 3 may be considered for General Ed therapeutic school placement.