

Student Success Team (SST) Tips

Philosophy/Overview:

The SST process is a problem-solving and coordinating approach that helps students, their families, teachers, counselors, and administrators to seek positive solutions for maximizing a student's potential.

The philosophy of SST is based on the belief that the school, home and community need to work together to assist the student with obstacles to his/her success in school. In partnership with the student and family, the SST seeks to set a course for assisting the student, build a network of support, implement a variety of interventions, and monitor the results.

The SST is neither a direct line to Special Education nor a roadblock to assessment for such services.

Key Points:

- Many schools use a sort of “filtering” system to determine which student has an SST meeting. Classroom SST's, the SAP process, teacher “family” meetings are some examples of pres-SST discussion structures.
- It is important to designate core members of the team in addition to the occasional members who will be different for each student. The core members include the facilitator/chairperson and the recorder. These roles are fluid, and can change from meeting to meeting.
- Outreach to the family, and preparation for the meeting is crucial. The SST brochure is a good overview for families, but cannot take the place of personal contact, encouragement and assistance when needed.
- The student should also be prepared for the meeting. An explanation and a chance to answer questions should be given, as coming into a room with a number of adults unprepared can be very uncomfortable.
- The chairperson should make necessary arrangements, including insuring that a room is available, all participants are notified as to time and place, roles defined in advance, relevant material available at each meeting, (i.e., cum folder, scholarship record, test scores, attendance, etc.), and the SST wall chart posted.
- It is very important to start the meeting with student strengths. It sets a positive tone for the meeting, and gives everyone an opportunity to be heard, thus setting the stage for equal input and respectful listening.

- The facilitator should guide the meeting along, being mindful of the time, the importance of covering each column topic, and keeping the tone positive.
- A broad range of interventions should be considered, including the classroom, the larger school environment, the home and the community.
- Action items should be selected from the “brainstorm” activity, with follow-up being assigned to as many participants as possible, a timeline defined, and a follow-up meeting scheduled.
- Make sure all participants sign at the bottom of the 2.0 or 2.0a form. The parent/guardian signature stating that they agree with the plan gives authority to move forward with what was decided.
- Designating a “point person” or “case manager” to insure the plan gets glued together is very important, as a plan without follow-up will most likely fail.