



Structuring an Impactful Student Success Meeting

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Considerations

- Student Success Meeting vs Student of Concern Meeting
- Have a specific area of concern.
 - Reading vs Reading speed, reading fluency or reading comprehension
- Focus on the behavior by removing the student's name from the conversation if possible.
- Be mindful of the language used in meetings.
 - Person centered:
 - Billy's anxious vs Billy experiences anxiety
 - Jill must have ADHD vs Jill has difficulty maintaining focus

Identify the Purpose of the Meeting

- Is the purpose of the meeting to:
 - Identify the problem?
 - Develop potential solutions?
 - To advise another group or person?
 - Will the group members be charged with implementing the proposed solutions themselves?



Structuring the Meeting

- Consider teacher schedules and ability to be present and collaborate.
- If possible, all faculty that have the student in class should either be present in the meetings OR be provided with the decided upon student plan.
- Plan for success. Student success meetings should be seen as an opportunity to help students and teachers by giving the student the tools they need to maintain within the classroom thus minimizing problem behaviors for teachers. These meetings should not be viewed as a burden otherwise they will not be effective.



Who Should be Present

- Counselor and Administrator at all times
- School Psychologist
 - Even if the student is not on an IEP, school psychologists can provide valuable input regarding behavioral interventions for ALL students
- Classroom teachers
- TA's?
- School Nurse?
- Previous teacher with whom the student has a strong relationship
- Resource teacher is applicable
- 504 coordinator if applicable



Unconditional Positive Regard

- Carl Rogers
- Trauma informed mindset should be adopted within student success meetings.
- Student success meetings can have a tendency to spiral into the negative.
- Students should be shown that despite their behaviors and difficulties team members have their best interests at heart.
 - Remind team members that they should keep this in mind throughout meetings.
 - Do not say anything about a student in a way you would not say it TO the student.



Don't Admire the Problem Behavior

- What this looks like:
- “Ok, so next on our list is Tommy Smith”
- *The whole room audibly sighs, groans or is otherwise exasperated*
- “So, where do we start?”
- “He’s having a rough time right now with his parents custody issues.”
- “Yeah, have you seen where mom is living now?”
- “I’m not even sure the electricity is working....”
- “I’ve got a friend, who has a sister who works at the high school where his older brother goes and she said that she heard that her boyfriend was arrested for drugs last week.”
- “Oh my gosh, with all this going on is it any wonder his grades are down?”



Admiring the Problem

Yes, some kids have a lot going on. Yes, these things make learning difficult. So....what are we going to do to help them? Focus on solutions. Not problems.

Solutions Focused Mindset

- Make it a point to discuss student strengths and interests and how these can play a part in the interventions and systems you put in place for the student.
- Remember the student is the expert in their own **experiences**. Interventions are more successful when students have input.
- If possible, pull expertise from the student's previous teachers regarding what has worked in the past



De Shazer and Kim Berg

- “We discovered that problems do not happen all the time. Even the most chronic problems have periods or times when the difficulties do not occur or are less intense. **By studying these times when problems are less severe or even absent, we discovered that people do many positive things that they are not fully aware of.** By bringing these small successes into their awareness and repeating successful things they do when the problem is less severe, people improve their lives and become more confident about themselves.”



Student Involvement

- Consider a subsequent meeting with the student and parent to discuss student strengths and how they can play a role in successful interventions.
- Strengths Based Strategies for student involvement:
 - **The Miracle Question**
 - Helps students set goals and define ideal solutions.
 - “If your problem was suddenly fixed, how would you know it was fixed, and what would your situation look like without the problem?”
 - Practice!



Student Involvement Strategies

- **Presuppositional Questions**

- Presuppositional questions are formatted in a way that assumes there is an answer and the answer is implied in the question.
- “At what times have you felt confident in the past about making a decision?” instead of “Have you ever felt confident making a decision?”
- These questions help students explore **exceptions** to the behavior that have worked in the past.

- **Open ended questions**

- The basic counseling techniques of open-ended questions, reflections of feelings and thoughts, paraphrasing, and summarizing are ways of defining the problem and connecting the student to the team.



Student Involvement Strategies

- **Scaling Questions**

- Developing steps toward the goal solution helps students feel empowered to overcome their problems. Instead of perceiving the problem to solution process like a mountain to climb, steps make the problem seem much more resolvable.
- Scaling questions help make objective and tangible steps. The student must make their own decisions about what steps to take. The team can offer information or steps that the student may not be aware of, but it is ultimately the student's responsibility.
- “If you are at a 3 in your organizational skills out of 10, what would need to happen within these next two weeks to bring you to a 4 in your organizational skills?”

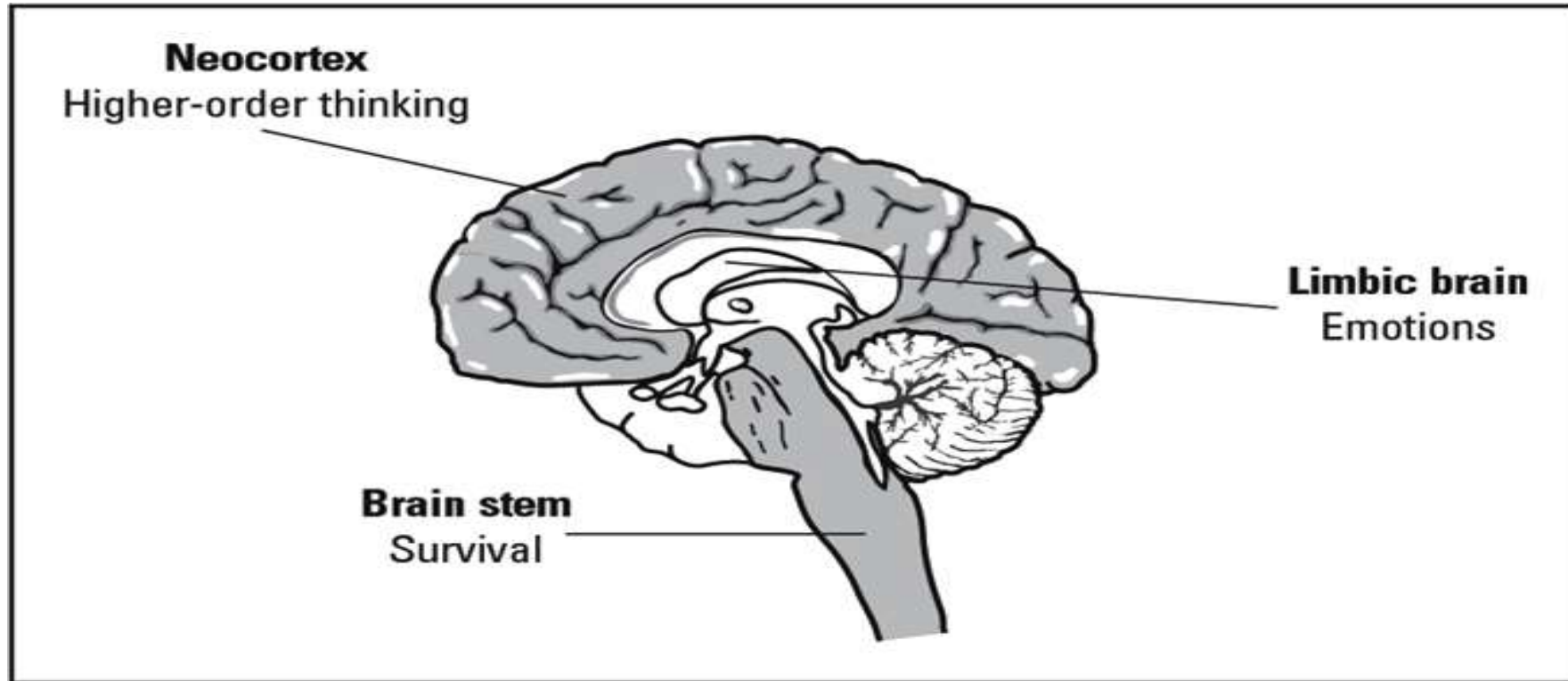


Solutions Focused Wrap UP

- Assigning tasks is a valuable strategy. Because students are addressing their own problems, they are likely to be motivated to carry out an assigned task. Providing feedback is also an important technique for advisors. Supportive and encouraging comments help students feel like they can overcome their problem. Sometimes when students reach a point where the problem has diminished enough for a minimally satisfactory situation, they stop trying to overcome the problem. Students need encouragement along the way to continue working toward that ideal solution (De Jong & Kim Berg, 2002).



Lagging Skills



Lagging Skills

Consider lagging skills as not a behavior of choice but rather an automatic brain response.

See Referenced Handout #1



Lagging Skills and Unsolved Problems

- Difficulty transitioning from activities
- Poor sense of time
- Difficulty maintaining focus
- Difficulty expressing concerns or feelings
- Chronic irritability
- Difficulty deviating from rules or routine
- Difficulty seeking attention in appropriate ways
- Lacking basic social skills
- Difficulty showing empathy



Development of Skills Plan

See Referenced Handout #2



Keep it from Spiraling

- Come up with a list of students who need to be discussed in advance!
 - Consider using a Google Doc shared with team members for this
 - If a student's name was not submitted prior to the meeting, do not allow the student to be discussed.
 - Set a predetermined amount of time to discuss each student or behavior and stick to it. Have a time keeper.
 - Have a team member designated to take notes to refer to from previous meetings.
 - The behaviors and concerns discussed should be focused and specific while also capable of being addressed during the school day.



The Importance of Data

- Always bring data to discuss regarding student concerns.
- Data should be up to date. Old data regarding the student may not shine light on current behaviors and concerns.
- **Examples Include:**
 - Relevant background information
 - Current accommodations and modifications
 - Intervention documentation and effectiveness
 - Work samples / test scores
 - Behavior Data
 - Is there a certain time of day or location the target behavior is occurring?
 - Attendance data
 - Is absenteeism playing a role in the concern at hand?



Intervention Plan Example

- [Tommy Jones Intervention Plan](#)



Mental Health Intervention Teams

- Student Success meetings typically consist of staffing multiple student cases.
- MHITs are more individualized.
- If the Student Success Team feels underlying issues are not being addressed and more intense staffing is required, a MHIT should be put in to place.
- Collaboration with parents and outside resources
 - ie. Project Echo



Sample Mental Health Intervention Plan

See Referenced Handout #3



Plan for Fidelity Monitoring and Follow Through

- Identify fidelity monitoring tools
- Determine frequency of fidelity measurement
- Establish benchmarks for acceptable levels of fidelity
- Monitor adaptations
 - Decide how to strike a balance between fidelity and adaptation
 - Fidelity - degree to which a program or practice is implemented as intended
 - Adaptation – how much, and in what ways, a program or practice is changed to meet local circumstances
- Share fidelity data with implementors and other key team members to make continuous improvements
 - Feedback loops



Celebrations Day

- Alternate the purpose of your meeting each week, or each time you meet.
- Consider keeping a day set aside during your student success meeting time for:
 - Positive parent phone calls
 - Student recognition from the team
 - Star student awards
 - Positive student accomplishment feedback from team members
 - Team member morale
- Student success meetings can be taxing. When dealing with behaviors in the class it is difficult to be forced to discuss them on a regular basis and remain solutions oriented.



Resources

- <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Adapting-Solution-Focused-Questioning-into-Advising.aspx>
- Southwest Mental Health Technology Transfer Center
- sfusd.edu
 - Menu of Interventions

