

North Mecklenburg High School

Student Success Model Appendix to The Student in Crisis Sheet



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Definitions of Important Terms

Accommodations

These help level the playing field for our students. By giving our students accommodations we are giving them the tools they need to be successful in school. These are a change of access to the information or the delivery of a process.

Example: Extended Time or Mini Breaks

Interventions

Research based methods to address a deficiency. They always involve instruction, and are provided in addition to the core lessons.

Example: Enrichment Classes or Guided Notes

Modifications

Modifications are a change or alteration of the assignment.

Example: Abbreviated assignments

Steps to Success

1. **Data Based Identification of Struggling Students:** Use data collected through progress monitoring tools to identify students. You will need to show why the student needs this process. Those students who have IEP's will not need to be a part of this process, as they already have a plan in place to help them succeed.
2. **Student Conference:** Teachers will want to talk to the student about the issues they are seeing. This should be a positive conversation, with the focus being on solutions. Asking the student what they see as the problem can be helpful, as they know what they don't know better than anyone.
3. **Accommodations Creation:** See Student Identification Process.
4. **Parent Conference/Notification:** The team should notify the parent/guardian of the process. A parent conference should be set up to discuss the team's goals for the student.
5. **Assessment of the Accommodation:** The team will discuss if they need to attempt another accommodation or to move on to the intervention process. Do not get stuck in this process. Really look at the main issues and use only those accommodations that your team feels could help with these issues. Don't waste time on accommodations that do not address the issues of the student.
6. **Intervention Creation:** See Student Identification Process.
7. **Notification of Parents.**
8. **Assessment of the Intervention:** The team will discuss if they need to attempt another intervention or to move on to the referral process. Do not get stuck in this process. Really look at the main issues and use only those interventions that your team feels could help with these issues. Don't waste time on interventions that do not address the issues of the student. If your team has tried every intervention that makes sense for your student, and your team still cannot find an intervention that is successful it is time to refer your student to the Intervention Team.
9. **Referral to Intervention Team:** Please see Student Identification Process.

The Student Identification Process

This is a step by step explanation of how to utilize the Student Success Model's Student in Crisis Sheet. By following these steps we can help our students find success in our classrooms. Remember that this is just a way to document what your team is doing for your students.

1. **Initiated by:** On page one the document keeper will identify the teacher who first initiated the process for the student. This person will be the contact point, and help keep the team updated on this student.
2. **Student Identification:** The student's name and identification number, as well as their schedule should be filled out. This does two things. The first is to make it easier to keep track of what the student is doing during the day. The second is to allow educators outside of our school the ability to use this paperwork effectively.
3. **Successes and Struggles:** Teachers will then move on to the successes and struggles of the student. This helps us to look at the "good" and the "bad" together. Only by recognizing what a student can do can we effectively identify where his/her need truly lies. ***This conversation is one of the most important that your team will have.*** It is through this discussion that the team will determine all accommodations and interventions created for the student. The team will need to have all progress monitoring tools to help determine the needs of the student. Use the behavior/academic checklist to help your conversation move forward.

Begin the conversation with a focus on what is going well, and then move onto the issues surrounding the student's struggles. Use the Patterns boxes to determine what is happening during these moments.

- **Curriculum:** What is being taught during these times? Are they successful when asked to complete assignments that are knowledge based? Are they struggling when asked to complete assignments where they generate or synthesize information? These are indicators that can help you determine student need.
- **Instruction:** How is the information delivered during these times? Whole class, small groups, independent practice? Lecture, hands on activities, memorization?
- **Environment:** What is occurring in the classroom during these times? What possible distractions are there? What is happening when they are successful?

Identify the patterns you find on this page, or add a page with this information if there is not enough room. Here are a few tips:

- ✓ Look at the classes where they are struggling. Is there a great deal of reading? Is there a great deal of math? Are they struggling with memorization or processes?
- ✓ Look at the student's behavior. When do they tend to get off task? What are you asking your students to do during the off task behavior? Look for patterns in their classes. Is it occurring during independent work? Is it during reading? Is it during group work? **Patterns are the key!**

4. **Hypothesis:** This is the point where your team will hypothesize on the main issues that are facing your student. Using the information that your team has gathered on the successes and struggles, your team will identify the issues as your team see them. All accommodations and interventions should be based on this statement of the problem.
5. **Relationships** are important in helping a student find success. Identify the teacher that has the best relationship with this student. This teacher will be the contact point and take the lead in all conversations with the student. There are two slots so that your team can have two individuals to help in the process.
6. **Parental Contact:** One of the first things we are asked is “have you called home?” This section allows you not only to identify who has called home, but to discuss what type of response you have received. This allows the group to gauge the amount of assistance that you can expect from the parent. Remember that the more involved the parent is in the process the greater the chance is of helping the student. Send letters home at each step of the process to ensure that everyone is on the same page.
7. **The Next Step:** At this point it is time to make some decisions. If all concerns are not linked to academic failure, this student should be referred to the administrator that is working with your group. A behavior contract may be necessary to help this student find success. If your group has determined that an academic issue is causing this student to fail and/or display poor behavior then you will move on to the next steps.
8. **Possible Accommodations:** Your group will begin with identifying one or two accommodations that you feel might help your student find success in the classroom. Your team will need to look at those moments when your student has found success. When and how do they tend to learn the most? This will help you to determine what type of accommodations that will best assist the student. Please see the attached Cheat Sheet for Accommodations on page 7 of this document for tips. Although Enrichment is considered an intervention, you can and should include it at this time.
9. **Notes Section:** It is imperative that you keep notes on the conversations that occur during the decision of the accommodations to help the intervention team and other schools understand your choices.
10. **The Time Table for Success** helps the team determine how long to try an accommodation. In most cases, two to four weeks is adequate for this step, but your team knows your student better than anyone on campus, so this will be left up to you. Explain your choices in the notes section.

11. **Teachers Involved:** This is to document those who made the decisions about this student.
12. **Progress Update:** This is a quick way to keep track of the student's progress. Use the note section to document conversations surrounding the progress.
13. **Assessment of Accommodations:** This section is to help determine if the accommodation was successful. The check list is there to help identify changes in behavior as well as academic success.
- ✓ If the accommodations have been successful, your team can then discuss the continuation of the accommodations and how often the team would like to revisit this child's progress.
 - ✓ If the accommodation was not successful, your team will need to determine whether to revisit accommodations or to move on to the intervention section.
 - ✓ If your team determines that they wish to try another accommodation, your team will need to obtain another copy of the accommodation page and fill it out completely.
14. **Interventions:** Your team will need to look at those moments when your student has found success. When and how do they tend to learn the most? This will help you to determine what type of intervention will best assist the student. You can use the Cheat Sheet for Interventions found on page 9 of this document for tips. ***Once your team has identified the intervention it is imperative that you send an outline of the intervention and how it will be implemented to the parent/guardian.*** This must be completed as it is a legal document to which parents/guardian must be given access.
15. **Time Table:** Interventions must be implemented for no less than 20 days. This must be documented and notes should be kept that show the discussions that took place during this time period as well. The intervention team cannot proceed unless this process is completed correctly.
16. **Assessment of Intervention:** Much like the assessment of accommodations, your team will determine whether or not the intervention is helping the student find success.
- ✓ If the student is finding success, and his/her grades have improved, the interventions should continue. Your team can then discuss how often the team would like to revisit this child's progress to ensure continued success.
 - ✓ If the student continues to struggle in his/her classes it is then time for your group to make some decisions.

17. **The Next Step:** At this point your team will need to decide whether to try another type of intervention or to seek help outside of the team. If your team decides to try another intervention, obtain another copy of the intervention page and continue. If you decide that the student needs more intensive help, you will want to fill out the recommendation section. Your team will need to sign the document, make a copy of the document, and then submit the copy to the intervention team. By signing the document, your team is stating that you have tried everything that you can, implemented all plans and kept to the time table necessary for the intervention team to continue the process.

18. It is important to remember that we want to do the best we can for our students, and although we want to try everything that we can to assist them in our classes, it is important not to keep a student on a perpetual hamster wheel of interventions in the hope that we might stumble on the solution. There comes a time when we have to seek help outside of our group. That is why we have an intervention team.

Cheat Sheet for Accommodations

Accommodations should be chosen based on the needs of the student. Although there is no fool proof way of choosing accommodations, here are some things to take into account when determining accommodations.

Student Issue	Accommodation	What it does!
Student seems distracted and unfocused.	Seat Change/Preferential Seating	Moving students away from distractions. This does not necessarily mean the front of the room, but just an area in which you feel they may be able to focus better.
	Mini Breaks	These are great for kids who have trouble focusing for long periods of time. By allowing them to get a drink or just sharpening their pencil, you are letting them refocus and clear their heads. Your team will need to discuss how often these breaks are given, but every twenty-five to thirty minutes seems to work. <i>Allowing students to stand up to complete work after a period of time can also benefit the child.</i>
When a student is not completing assignments your team might try	Extended Time	After looking at what a child can accomplish during a class period the team needs to decide if letting a student finish work at home or giving them a few minutes extra to finish a test would benefit them. Think about the amount of time it takes the student to complete a project successfully. Your team may need to re-evaluate the time given as you monitor the student's success.
	Single Step Instructions	With all of the distractions that can occur in a classroom, single step instructions can help students focus on each task asked of them. This can be done simply by giving the instructions to the student one at a time. Your team will need to decide how best to accomplish this. There are several ways to accomplish this in your classrooms. The first is to give all of the instructions to your class one at a time. This allows all of the students to benefit from this process (PEAK). If you have a class that moves quickly and does not need this accommodation create a checklist of the steps and have the students check them off as they accomplish them. This does not single out the student(s) in need, and helps focus everyone.

<p>When a student does not seem invested in their education or might feel unsuccessful your team might try.</p>	<p>Supplies and materials kept in classroom.</p>	<p>For students who continually come to school unprepared, this can save all of those involved a great deal of frustration. Children who have multiple homes can benefit by keeping their materials in class. Whether your team determines that all the materials should be kept in one room or your team decides that the student will keep the needed materials in each class is up to you. Past experience suggests that keeping materials in each room has the most benefit for the student.</p>
	<p>Classroom Responsibility</p>	<p>This can help students who need to “buy in” to the idea of education. Perhaps they have not had a great deal of success, and have distanced themselves from the process. They need to feel needed. A job can help them feel successful in a place where they have never felt successful.</p>
<p>When a student struggles with reading your team might try.</p>	<p>Reading Contract</p>	<p>Reading contracts are usually completed by the English teacher. That practice has to stop. Literacy is necessary in all of the student’s classes, so must be addressed by all of the team members. A contract could consist of a promise by the parent and the student to read for a set amount of time every night. It could consist of materials being read by the student and then a set of questions that need to be answered. It can also consist of the student and parent reading material together and discussing it using teacher made questions. An example of a reading contract is attached to this document and can be used as a template or as the contract itself.</p>

Cheat Sheet for Interventions

If the accommodations that your team used are not working we need to move on to the **Intervention** stage. This is when we are actually re-teaching the content to the student.

These interventions are just a few of many ways to assist students. If these interventions do not work in assisting students to succeed the team must then refer the student to the intervention team. Remember that your notes and suggestions will be invaluable in helping them proceed.

Student Issue	Intervention	What it does!
When a student struggles with understanding/processing content your team might try	Enrichment Classes	This is a great opportunity to pinpoint the objective issues that a student is having. Using new materials and small group activities to re-teach the objective allows the student a new way to look at the objective. Using foldables and other manipulatives during this time period can give students a new perspective on the objectives as well.
	Websites for Practice	These are great for students who need to continue working at home. The websites should explain the information and then allow for practice. This is a fun way to get your student to review material without making seem like extra work.
	Peer Tutoring	Sometimes a student needs to hear a different voice explain the material taught. Our students are amazing and come up with new ways to explain old concepts. If a student is struggling with the content of a class or classes it might be beneficial to place that student with a student who is having success with the content. Through group activities or through group discussions, the successful student may be the answer to helping the struggling student.
	Color Coding Information/processes	By color coding information or steps in a process, students are able to associate the color with the step or term. This allows them to make connections and see patterns. These patterns can help them through the activity. <i>Example: If you identify all like terms in blue and another set of like terms in red, then the students can see which terms are related and which are not related.</i>
When a student struggles with remembering terms/vocabulary/steps your team might try:	Flash Cards	If done correctly this can really help students practice terms, vocabulary, or steps to a process like in math or in science. Divide the card into sections and have the student work

		with the term/vocabulary/step in multiple ways. For example: definition, picture, antonym/synonym, example, or a metaphor (see PEAK content posters) to help them think about the term/vocabulary/step in different ways.
	Guided Notes/ Notes preprinted for student to highlight	These can help a student who struggles keeping up with notes. It allows them to interact with the information without them missing important explanations during the discussions that occurring when giving notes. For guided notes, take a copy of your notes and erase key words from them. As you review the notes have the student fill in the blanks. This helps them focus on the information without worrying about keeping up. Highlighting notes will help students who struggle with writing. The notes should be printed and the student given a highlighter. Explain that you will restate the key words and phrases that they need to know to be successful.

What is the next step?

If the accommodations work, and the student begins to see success, you have leveled the playing field for them. Through conversations with the student and the parent(s) you can point out ways for the student to become a self advocate. We all know that accommodations do not follow our students to the work place, but we can teach our students how to implement them on their own. Taking notes during instructions/meetings, knowing when to take a “restroom break” to clear their heads, and knowing when there are too many distractions can change their lives and help them find success in the work place.

Teacher Experts on Campus!

Many of us have been trained to help are kids! Although this focuses on literacy and math, most of our classes are either reading and writing intensive or math intensive, and some of our science classes and CTE classes are both! Look to see who can help your group best help your students!

If you have been trained in a program that is not represented please let us know so that we can add your expertise.

Topic of Need	Programs that Work!	Teacher Expert	Classroom	
Literacy	Academy of Reading			
	Achieve 3000			
	AVID			
	Bridges to Literature			
	Corrective Reading			
	Fusion Reading			
	Kansas Learning Strategies			
	Language!			
	Read 180			
	Wilson Reading Program			
	Words Their Way			
Math	Academy of Math			
	Algebraic Thinking			
	California Fast Forward Math			
	TI Math <i>Forward</i>			