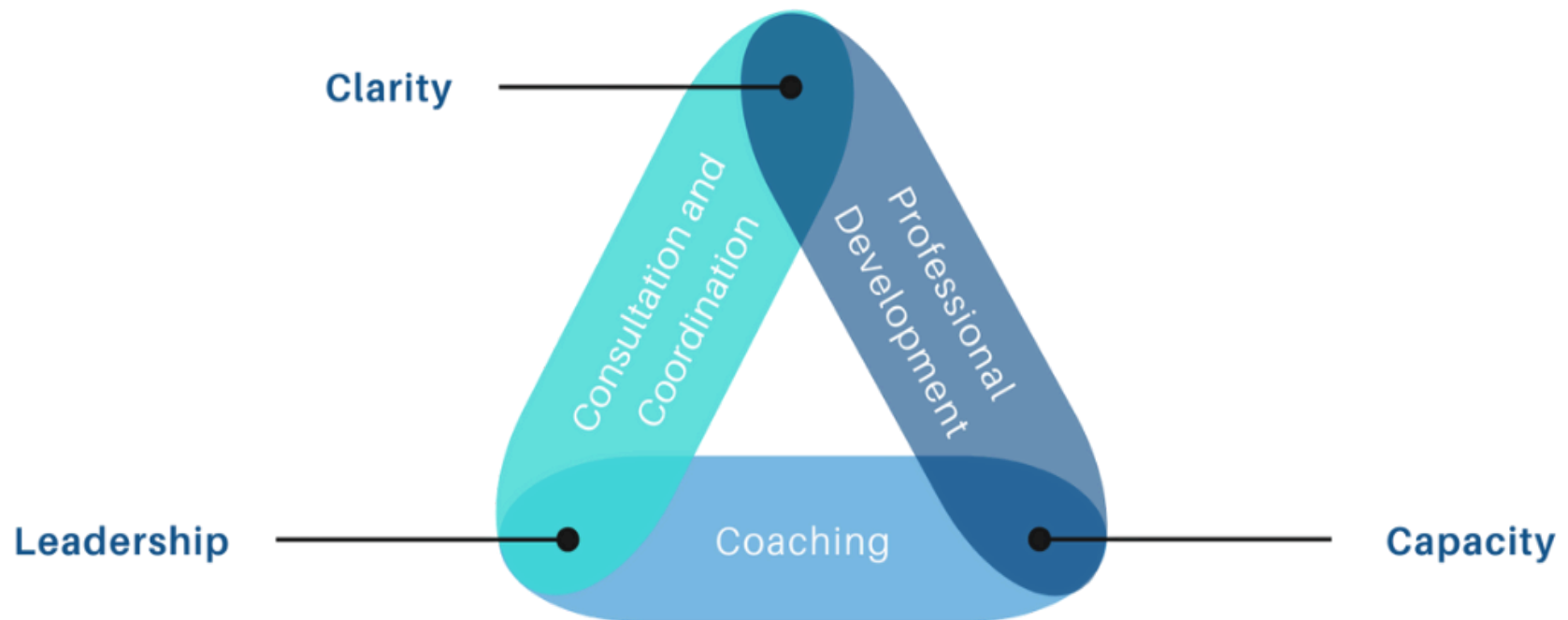


Overview

This example coaching and improvement sequence is for a Behavior Implementation Team that has identified a need to create and implement a process by which teachers can request behavior assistance for a student that they are currently struggling to support, and then establish a menu of dedicated Tier 2 interventions and supports for a stronger and more responsive behavior system. Other teams may elect just one of those purposes or choose a different purpose such as improving Tier 1 classroom climate, Tier 3 evaluation and behavior planning processes, school-wide routines and procedures, or setting up a sensory room. The determination of the Team's purpose will be made by the team, under the guidance of Cultivate Education's staff, at which point the following Steps will be co-created to efficiently move the Team and school forward. The Steps are sequential, but not necessarily time-based, meaning that some teams may complete a Step in one meeting, while other teams may take several months and meetings to complete.



For more information on this support, contact Chris Perry at chris@cultivateeducation.org



| Step # | Task | Description/Rationale | Approximate Timeline |
|--------|--|---|---|
| 1 | Identify members of the Behavior Team and team purpose | Behavior Teams should be small but efficient. Required membership includes an administrator, social worker or counselor, special education professional, and other roles in the school that have expertise in behavior. Optional or occasional membership would include school psychologists, school nurse, instructional coach, behavior specialist, and the general education teacher(s) who are involved with the students in need of support. | Prior to the initial meeting |
| 2 | Establish team member roles and responsibilities | Defining the team member roles and time commitments will be invaluable for the team to operate effectively and sustain efforts long term. This includes district level involvement and commitment. One team member (typically non-administrator) will need to serve as the facilitator and behavior team lead, to serve as the point person for the school staff to connect with when needed. | During initial meeting |
| 3 | Establish team meeting schedule and file location/process | Teams should meet at least monthly and all team members should have access to the shared files to keep the team organized. | During initial meeting |
| 4 | Develop a Student Support Request process | This creates a method for classroom teachers to request assistance for challenging student behaviors. Ideally this process is done digitally, but can have a paper format as well if needed. | Begin this work during the second meeting, continuing until completed and ready for initial testing |
| 5 | With the help of at least a few general education teachers, develop a list of Tier 1 | This list of Tier 1 Interventions should ideally be applicable to general education classrooms and able to be easily implemented without much effort. This information can be collaboratively collected via grade-level/content. Common interventions are | This work can begin anytime after the second Behavior Team meeting |

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| | Interventions with corresponding data collection forms | moving the student’s assigned seat, providing more interactions with the teacher, providing students with a method/space to calm down, etc. | |
| 6 | Develop materials to share with staff about how to utilize the Support Request Process | These materials could be a slideshow presentation, a flyer, a link on the staff information hub, a short video, or many other methods of both conveying the Support Request Process as well as sharing how the Behavior Team will be supporting the classroom teachers with the behavioral concerns of the school. | Within several weeks of the Behavior Team collecting the information from Step 5 |
| 7 | Follow Behavior Team meeting schedule and respond to Support Requests in a timely fashion | Consistency in schedule and responses to staff will be an initial key driver to the Behavior Team’s success. Communicating with staff that meetings are happening and keeping everyone updated on progress will be helpful ways of increasing buy-in to this effort long term as well. | Monthly meetings |
| 8 | Begin the development of a Tier 2 intervention inventory by selecting and refining 2-3 initial interventions and supports | Your school will eventually need Tier 2 interventions and supports that go beyond your initial list of classroom-based, Tier 1 options. This initial set of 2-3 selected interventions will allow your team to develop the program descriptions, entry/exit criteria, progress monitoring details, etc. for a handful of interventions that likely already exist in the school in some form. In most cases, Tier 2 interventions require at least some out of classroom time, such as for small group instruction or meeting directly with the student each morning/afternoon. Typically each of these Tier 2 interventions needs someone (usually a Behavior Team member) to serve as the point person for that intervention. This point person is responsible for managing the intervention and schedule, keeping track of the associated data, as well as communicating updates to the Behavior Team and families as needed. In most cases, students will remain on Tier interventions for several months while data is collected to illustrate the efficacy of the | Most likely this work will stretch into the second semester of this partnership, and spread over several meetings/months |

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| | | program. | |
| 9 | Develop materials to share with staff about how these Tier 2 interventions are now structured and provide examples of how they will be used to support students and staff going forward | Similar to the Tier 1 intervention sharing, this item is intended to communicate with staff about the available Tier 2 interventions, how they operate, and the associated roles for the classroom teachers who have students in these programs. | Find an upcoming staff meeting or professional development day to provide this information to your staff and collect feedback from them as well |
| 10 | Begin evaluating the accessibility and impact of each process and program, and fine tune each of those lists and processes as needed | Essentially this is the overall methods used for monitoring the fidelity of implementation for the various programs, protocols, interventions, and resources that are being used. Included in this, teams will need to have process fidelity, perception fidelity, and outcomes fidelity data. | This step will take some trial and error to become efficient for your school and team. Annually consider ways to increase efficiency and clarity |
| 11 | Continue to seek out professional development and coaching opportunities for the behavior team to refine their skills and knowledge | Build this step for sustainability, leveraging what is working well just as much as addressing the areas of continued need. | This step is best done annually to help in determining external support needs and professional development for the following school year |

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