

## Child Study Meeting: The Protocol

Planning Montessori interventions to meet needs, remove obstacles, and build skills

### The Absorbent Mind

"And so we discovered that education is not something which the teacher does, but that it is a <u>natural process</u> which develops spontaneously in the human being. It is not acquired by listening to words, but in virtue of <u>experiences</u> in which the child acts on his environment. The teacher's task is not to talk, but to prepare and arrange a series of motives for cultural activity in a <u>special environment made for the child</u>."

## Child Study Tier I Steps

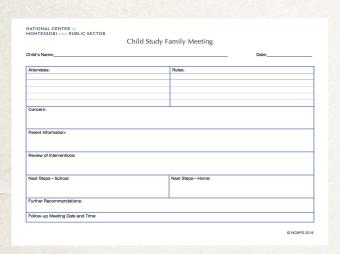
Family Meeting

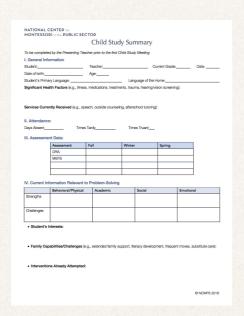


### Child Study Meeting



### Progress Monitoring





	Child Stud	dy Tier One A	ction Plan	
	ner records the proceedings of the inst low. The Plan is stored in the child's co			udy Protocol and using th
Student:	Teacher		Ourrent Grad	le: Date:
Date of birt		_		
The Conce	rm (identify):			
The Proble	m (Define target challenge in specific	, observable, measurable	ie terms):	
The Goal (	Describe realistic goal in specific, obs	ervable, measurable ten	ms):	
Possible In	sterventions (Record selected interve	ntions as actions below)		
Indicators	of Progress (How you will monitor the	et deets consess to	used the cools	
Action Pla	n			
Action Pla	n Action	Responsible	Timeline	Progress Monitoring
	Action What will be done with/for student or g	roup? Person	Start Monitor	Evidence the action was
Today's	Action			
Today's	Action What will be done with/for student or g	roup? Person Name and	Start Monitor	Evidence the action was
Today's	Action What will be done with/for student or g	roup? Person Name and	Start Monitor	Evidence the action was
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Today's	Action What will be done with/for student or g	roup? Person Name and	Start Monitor	Evidence the action was
Today's Date	Action What will be done with for student or g a.g., intervention, service, instruction	Person Name and Position	Start Monitor	Evidence the action was
Today's Date	Action What will be done with/for student or g	Person Name and Position	Start Monitor	Evidence the action was
Today's Date	Action What will be done with for student or go a g, intervention, service, restriction a g, intervention, service, restriction controlling. Did the student meet the oc	Person Nime and Position	Start Monitor	Evidence the action was
Today's Date  Progress M Date the ap	Action Well will be done with for sudent or go a.g. intervention, service, instruction  or continued to the success of the suc	Person Nime and Position Person (Section Position Person Position Position Person Pers	Start Monitor	Evidence the action was
Today's Date  Progress M Date the ap	Action What will be done withfur student or get a g. Harmenium, service, minution a g. Harmenium, service, minution  formation g. Did the student meet the ob- propriate reportable.  Colporation artic, continue Internet.	Person Name and Position Person Nome and Position	Start Monitor	Evidence the action was

Date Activity		Child's Name	Monitoring Date
9/10/2018	Plan	Toni Adeyemi	10/15/18
9/17/2018	Plan	Neil Gaiman	10/15/18
9/24/2018	Plan	Oliver Sacks	12/3/18
10/1/2018	Plan	Gabriel Garcia Marquez	12/3/18
10/15/2018	Progress monitor	Toni, Neil	
10/22/2018	Plan	Tara Westover	12/3/18
10/29/2018	Plan	Michael Pollan	12/3/18
11/5/2018	Plan	Arundhati Roy	12/3/19
11/26/2018	Plan	Alice Walker	12/3/18
12/3/2018	Progress monitor	Neil, Oliver, Ha, Tara, Michael, Arundhati	
12/10/2018	Plan	Jhumpa Lahiri	1/28/19
12/17/2018	Plan	Audre Lorde	1/28/19
1/7/2018	Plan	James Baldwin	
1/14/2019	Plan	Elizabeth Acevedo	
1/28/2019	Progress monitor	Neil, Tara, Michael, Arundhati, Jhumpa, Alice, Audre (and possibly others)	
2/4/2019	Plan	Jacqueline Woodson	
2/11/2018	Plan		
2/25/2018	Plan		

Child Study Protocol

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### TIERI

### On the Radar

Who is showing signs of difficulty?
What obstacles are in the way of healthy development?
What modifications can be made to remove obstacles?
How will we monitor progress?

Instructional Teams suggest classroom modifications;
Progress is monitored through <u>classroom record-keeping</u>
<u>Universal Screens</u> provide baseline data

### Child Study Protocol

This is a protocol for fostering robust program level team meetings focused on Child Study. The purpose of this tool is to develop the first phase of an Action Plan for students who are showing difficulties thriving within the Montessori prepared environment.

#### Prior to the Meeting (At least one family meeting has occurred)

The Presenting Teacher completes the Child Study Student Summary.

#### Step 1: What's Going on with this Child?

8 Minutes

The Facilitator invites presenting teacher to describe their concerns about a particular child, referring to the *Child Study Student Summary*. The rest of the team listens silently and takes notes.

#### Step 2: Clarifying the Situation

5 Minutes

The Facilitator manages clarifying questions from the team. The presenting teacher answers questions as directly as possible.

#### Step 3: Defining the Problem

10 Minutes

The Facilitator supports an open discussion in which the team offers suggestions and analyses about the *cause* of the child's difficulty or challenge. The Facilitator helps teachers categorize difficulties through B.A.S.E. with attention to obstacles, lagging skills, unmet needs.

#### Step 4: Articulating the Goal

10 Minutes

Based on the discussion in Step 3, the Facilitator proposes a "SMART" goal for reducing the difficulty. The presenting teacher responds to the proposal and the Facilitator helps the group refine the goal.

#### Step 5: Completing the Plan

up to 10 Minutes

The Facilitator invites the entire team to generate as many potential interventions as possible in five minutes. Using sticky notes, the participants write one intervention per note.

After five minutes, the Facilitator invites the team to read their suggestions while one team member groups the sticky notes in categories that emerge. Following the reading and display, the presenting teacher and the team choose three or four strategies as the foundation of an Action Plan. The Convener records the interventions. Having identified goals and strategies, the team agrees on indicators of progress and a date to report back on progress. The Convener records these details in a master record, and is responsible for distributing the Action Plan to the presenting teacher.

#### The Facilitator

The Facilitator is charged with keeping the meeting running smoothly. This entails:

- Keeping time
- Reminding participants of the goals, when necessary
- Paraphrasing and summarizing during steps 3–5

#### The Convener

The Convener is charged with maintaining accurate records of all cases brought to the team for discussion. This entails maintaining a comprehensive docket of cases detailing:

- Date the teacher requested a meeting
- Date the meeting was held and plan developed
- Dates progress monitoring occurred
   The Convener also manages the schedule of meetings and distributes agendas, detailing the cases to be discussed, prior to each meeting.

#### **SMART Goals**

- Specific—must be concrete
- Measureable progress must be evident in data
- Attainable—must be a goal that is within reach of the student's current capacities
- Relevant appropriate to the child's developmental stage and level
- Timely— progress must be evident within a period lasting no longer than 4-6 weeks

#### B.A.S.E

**B**ehavioral

**A**cademic

Social

**E**motional

## The Protocol

Step 1	What's Going on with this Child?	
Step 2	Clarifying the Situation	
Step 3	Defining the Problem	
Step 4	Articulating the Goal	
Step 5	Completing the Action Plan	

## Meeting Roles

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# Thank you!

