



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 natural process which develops spontaneously in the human being. It is not acquired by listening to words, but in virtue of experiences 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 special environment made for the child.”

Child Study Tier I Steps



NATIONAL CENTER for MONTESSORI in the PUBLIC SECTOR

Child Study Family Meeting

Child's Name: _____ Date: _____

Attendees:	Roles:

Concern: _____

Parent Information: _____

Review of Interventions: _____

Next Steps—School: _____ Next Steps—Home: _____

Further Recommendations: _____

Follow-up Meeting Date and Time: _____

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Child Study Summary

To be completed by the Presenting Teacher prior to the first Child Study Meeting

I. General Information
 Student: _____ Teacher: _____ Current Grade: _____ Date: _____
 Date of birth: _____ Age: _____
 Student's Primary Language: _____ Language of the Home: _____
 Significant Health Factors (e.g., illness, medications, treatments, trauma, hearing/vision screening): _____

Services Currently Received (e.g., speech, outside counseling, afterschool tutoring): _____

II. Attendance:
 Days Absent: _____ Times Tardy: _____ Times Truant: _____

III. Assessment Data:

Assessment	Fall	Winter	Spring
DRA			
MEFS			

IV. Current Information Relevant to Problem-Solving

	Behavioral/Physical	Academic	Social	Emotional
Strengths				
Challenges				

• Student's Interests: _____

• Family Capabilities/Challenges (e.g., extended family support, literacy development, frequent moves, substitute care): _____

• Interventions Already Attempted: _____

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Child Study Tier One Action Plan

The Convenor records the proceedings of the Instructional Team Meeting following the Child Study Protocol and using the prompts below. The Plan is stored in the child's cumulative file and updated as needed.

Student: _____ Teacher: _____ Current Grade: _____ Date: _____
 Date of birth: _____ Age: _____

The Concern (Identify): _____

The Problem (Define target challenge in specific, observable, measurable terms): _____

The Goal (Describe realistic goal in specific, observable, measurable terms): _____

Possible Interventions (Record selected interventions as actions below): _____

Indicators of Progress (How you will monitor the student's progress toward the goal): _____

Action Plan

Today's Date	Action What will be done with/for student or group? e.g., intervention, service, instruction	Responsible Person Name and Position	Timeline Start Date Monitor Dates	Progress Monitoring Evidence the action was successful or not

Progress Monitoring: (Did the student meet the objective?)
 Date the appropriate response(s):
 _____ Objective met, continue interventions
 _____ Objective met, increase objective to _____
 _____ Some progress, continue intervention and monitor
 _____ No progress or deterioration, refer to TIER Two

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PRIMARY CHILD STUDY DOCKET			
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 Polian	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

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:
 The Presenting Teacher completes the Child Study Student Summary.

Step 1: What's Going on with this Child? 8 Minutes
 The Facilitator invites presenting teachers to describe their concerns about a particular child, referring to the Child Study Student Summary. The rest of the team takes clarity and takes notes.

Step 2: Clarifying the Situation 8 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 as behavioral, academic, social, and/or emotional.

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 Convenor records the interventions.

Having identified goals and strategies, the team agrees on indicators of progress and a date to report back on progress. The Convenor 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
- Responding and summarizing during steps 3-5

The Convenor:
 The Convenor 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 case developed
- Date progress monitoring occurred

The Convenor also manages the schedule of meetings and distributes agendas, ensuring the cases are discussed prior to each meeting.

SMART Goals

- Specific— that be concrete
- Measurable— progress must be evident in data
- Attainable— must be a goal that is within reach of the student's current capabilities
- 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

TIER I



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 classroom record-keeping
Universal Screens provide baseline data

Child Study Protocol

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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

Behavioral
Academic
Social
Emoti onal

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

The Facilitator

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

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- Paraphrasing and summarizing during steps 3–5

The Convener

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- 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.

Thank you!

