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# Child Study Protocol

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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.

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## 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  
**S**ocial  
**E**motional