**Grade Level CST- Mindsets & Skill Building- Agenda**

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| Agenda Owner | Timekeeper | Bananas | Note-taker  |
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| **Tier II Triggers** | **Tier III Triggers** |
| In the last 30 days:* 7-10 removals
* 440-700 removal minutes
* 2 days OSS
* 2 days ISS

Year to Date:* 2000-3000 removal minutes
* 4 days OSS + ISS
 | In the last 30 days:* > 11 removals
* > 700 removal minutes
* > 3 days OSS
* > 3 days ISS

Year to Date:* > 3000 removal minutes
* > 8 days OSS + ISS
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| 2 min | Owner  | **Warmer**  |
| Aim: We will be able to get to know one another as people and prep the space for open and honest discussion as it relates to serving our students to struggle the most.  |
|  |  | Think back on when you were in school- were you the scholar who always did the right thing? Always seemed to find yourself in a spot of trouble? Or somewhere in the middle? |
| 9 min(11) | Owner | **Norms Check In** |
| Aim: We will be able to root ourselves in our norms and mindsets about behavior intervention before diving into discussions and action planning.  |
|  |  | **(1 min)** At the PD in September, we were introduced to the mindsets that we need to hold true for strong Behavior Intervention. Re-read these mindsets thinking about: What will be the most challenging mindset to hold yourself to throughout the year?* Strong core culture is foundational.
* Early consistent behavior intervention is necessary.
* Families are the primary partners in behavior interventions work.
* The most successful interventions are least invasive.
* Explicit skill building is a vital component to intervention.
* Decision making is systematic and driven by data.
* Behavior Intervention is meant to be temporary.

**(8 min)** Just like our adult culture norms, these should be celebrated! But also, if they are violated, we should all feel empowered to have the conversation to hold one another accountable for them. **Read Scenario 1**- What Norm is this person not living up to in this moment?Scenario #1: You are sitting in a CST meeting looking over the data for your grade. A teammate says “I know Johnny is not listed as one of the students that triggered, but I just can’t seem to get him to do anything, we need to put him on a plan ASAP!” The grade level CST leader responded that we would not make a plan for a student if we do not have the data to support it. After the meeting, the teammate told you “I am going to make a plan myself if we won’t do it as a team” You know you need to say something.

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| What norm is this person not living up to in this moment: |

Plan for conversation:

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| Draft points for the WE conversation you would have with this person |

Practice: Find a partner to practice your conversation. Use the following protocol: the parent who is playing the role of the teammate who violated the mindset will also serve as the coach for feedback.1 min practice30 sec feedback1 min re-do  |
| 8 min(19 min) | GLCST Leader | **Skill Building- General Overview and All About You! Plans** |
| Aim: We will be able to build our content knowledge around behavior intervention with the progression of plans and in the structure of an all about you plan.  |
|  |  | **(1min)** This year, there will be some changes to the manner in which we determined which scholar needed which intervention. Last year- based on type of gap and function of behaviorThis year- Linear progression through interventions.**(1 min)** Read over the progression of different plans, we will review these in more detail as part of our skill building this week and next.

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| Continuum of Tier II Behavior Intervention |
| Most to least | 🡨----------🡪 | Relationship building: All About You |
| Check in Check Out (CICO) |
| Skill Building |
| BIP Lite (skill building + Incentive) |

**(1 min)** When creating Tier II plans, there is a CFS for each plan, and a CFS for the basic elements of all Plans:

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| All Tier II Plans: | * Have student’s Name, plan owner, and week CLEARLY listed at the top
* Specify when and who will have a conversation or reflection with the scholar
* Order times in sequential order (AM to PM)
* When specifying the “when”, either indicate an exact time, a time range, or a class (eg- 9:10 am, 9-10am, arrival, Math)
* Specify the exact location where the plan should live (so that everyone can find it)
* Specify where or to who the plan should be returned if lost
* Put an image or saying on the chart that connects to the student’s interests / motivations
* Maintains Tier I culture system (Tier II plans are added support to meet the school wide expectation)
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**(5 min)-** Relationship Building: All About You!Purpose: The relationship building- All About You! Plan is intended to build up the scholars experience at school as a place where he/she is safe, comfortable, and people care about him or her. Logistics:* This plan lives with the teachers, is never seen by the students
* Focuses on teacher having 30 second “mini conversations” with students.
* Plan owner is responsible for ensuring fidelity by checking at end of each day that these mini conversations happened

Criteria for Success:

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| All About You!  | * Focus on 2-3 participating teachers
	+ Ask, “Which teacher need to repair or build a relationships with the scholar?”
* Specify HOW MANY 30 second conversations each teacher will have (2-3 max)
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asdf |
| 8 min(27) | GLCST Leader | **Skill building part 2- CICO** |
| Aim: We will be able to build our content knowledge around behavior intervention by learning about the Check In Check Out intervention.  |
|  |  | CICO!**(4 min)-** This was our favorite plan last year because it’s so useful! But the CICOs we were using, were pretty intense (closer to what you would see in a BIP lite) This year, these early CICO plans will be lower lift for teachers, less intensity for students (check out that norm/mindset!)Purpose: a Check In/Check Out intervention provides the scholar with a regular touchpoint and feedback around a specific behavior they are trying to improve. Logistics: * Someone must check in with the scholar in the morning about how he/she is feeling about their skill and what their daily goal is.
* The plan LIVES WITH THE TEACHERS, not with the students, should stay on the teachers desk
* At the end of each block, the teacher for that block shows the student his/her chart and the points earned, gives quick feedback as to why those are the points
* At end of day someone tallies the points with the scholar to see if he or she met his or her goal

The End of Day check out person is also responsible for sending a picture of the chart to the parent**(2 min) Review the CICO template and note the CFS below**:

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| CICO | * The TARGET behavior is the desired behavior
* Make daily and weekly goals achievable for the first 1-2 weeks
	+ The students need to be able to experience success before you can raise the goal
* Directions for HOW a student earns points are simple and age appropriate
	+ NO NEGATIVE POINTS, student can only earn points.
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**(2 min)** any questions? |
| 3 min (30)  |  | **Next Steps** |
| Aim: We will be able to determine any next steps coming out of our coaching meeting today.  |
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| Owner | Next Step | Due Date |
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