Overview

This is a protocol for fostering robust program level team meetings focused on child study. The purpose of this protocol 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: Presenting Teacher completes the Child Study Student Summary

Step 1: What’s going on with this student? 8 Minutes

The Facilitator invites the Presenting Teacher to describe his or her concerns about a given child, referring to the Child Study Student Summary. The rest of the team is silent, and encouraged to take notes as the presenter is speaking.

Step 2: Clarifying the Situation 5 Minutes

The Facilitator invites the rest of the team to ask clarifying questions about the case. The presenting teacher answers questions as directly as possible. The Facilitator manages the sequence of questions.

Step 3: Defining the Problem 10 Minutes

A free discussion takes place in which the team offers suggestions/analyses as to what may be the cause of the child’s difficulty. The facilitator structures the discussion by directing teachers to consider categorizing difficulties according to: behavioral, academic, social, emotional, challenges.

Step 4: Articulating the Goal 10 Minutes

Based on the discussion above, the Facilitator proposes a goal designed to address the problem. The goal must be Specific, Measurable, Relevant, and Timely. The Presenting Teacher responds to the proposal and a discussion aimed toward refining the goal takes place.

Step 5: Completing the Plan up to 10 Minutes

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

After 5 minutes, the Facilitator invites one team member to organize the interventions as the rest of the team reads his or her suggested goals one by one. Following the reading and display, the Presenting Teacher selects 1-3 strategies to serve as the foundation of the Action Plan. The Convener records the interventions.

Having identified goals and strategies, the team agrees to (1) indicators of progress and (2) a date to report back on progress. The Convener records these details in a master database, and, following the meeting, distributes the Action Plan to the Presenting Teacher.

The Facilitator’s Role

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’s Role

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.