



Coordinated Care Team: Classroom Consultation Tool (SY24-25)

Before You Use This Tool:

1. Your school site has established a Coordinated Care Team (CCT), which may have evolved from previous years' teams, such as SARB, SST, School Climate Team, etc.
2. The CCT has shared messaging site-wide so that ALL staff know what the CCT is and how this approach looks different than approaches in years past
3. **The CCT is clear that this tool is meant to be supportive and is not meant to be used for evaluative purposes.**

How to Use this Tool:

Tier 1/Universal Level

This tool may be part of the Inquiry Cycle for the Coordinated Care Team to look at Tier 1 Practices across ALL classrooms in the school as determined by the "Action Plan" for the CCT.

Process:

1. Review the [self assessment](#) and [observation tool](#):
 - a. What are classroom practices that often reinforce [white supremacy culture characteristics](#)?
 - b. Which practices are focused on changes that adults can make to support students?
 - c. How can I get input from staff, students and family regarding which practices would be of high interest to explore further?
2. Review selected practices in the [Tier 1 Workbook](#).
3. Have staff self-assess on the identified practices. This is a dynamic and preventative measure meant to be used before a problem or issue arises.
4. If used as part of the inquiry cycle, have CCT members use the observation tool for that section to gather information on the health of that practice.

Tier 2/Targeted

A CCT member supports a classroom consultation for an individual teacher. The classroom consultation is still focused on Tier 1 practices in the classroom.

Process:

1. A student, family or classroom is discussed at CCT, and if appropriate and if the teacher agrees, this observation form could be used to identify possible areas to shift practice to support **all students**
2. This tool should be used in conjunction with academic and behavioral data to identify possible areas of growth
3. Please use a team approach!

- a. Teacher does a [Classroom Management Self-Assessment](#)
- b. Staff observing do the [Classroom Environmental Observation](#)
- c. Create a [Classroom Management Plan](#)
4. It is important to come together after the consultation to debrief and to action plan
 - a. Identify 1-2 action items to target
 - b. Use the [Coaching Guide](#) to support the 1-2 items on an **action plan**
 - c. Schedule a follow-up meeting at least 4-6 weeks from debrief meeting to look at data, determine responses to action plan & provide ongoing support

Anti Racist Pivots For This Tool:

As you move into utilizing the tool below, there are a few things to keep in mind to maintain an anti-racist mindset and stance. Remember that “appropriate” behavior is often defined by white supremacy culture characteristics, and that there is no such thing as “normal” behavior, as behavior shifts and changes depending on context, culture, identity, and level of relationship.

Resources:

- [White Supremacy Culture Characteristics](#) (Okun, 2021)
- [Without Context, Social Emotional Learning Can Backfire](#) by Dena Simmons
- [When SEL is used as another form of policing](#) on Medium
- [The Art of Coaching](#) by Elena Aguilar
- [Troublemakers: Lessons in Freedom from Young Children at School](#) by Carla Shalaby

Think about: *Am I working to question my implicit and explicit biases about students and families, and namely students and families of color? Are all of the materials I am using in my classroom inclusive of different identities? Am I aware that we do not live in a post-racial society, and do I acknowledge that through my teaching and materials? Am I highlighting the history and contributions of Black community members and other community members of color all year round?*

This tool will continue to be improved and iterated on throughout the school year.

Tools	Used By
Classroom Management Self-Assessment	Classroom Teacher
Classroom BookmarkManagement Plan (SPED Resources) • Classroom Management Example • Training Slide Deck	Classroom Teacher
Classroom Environmental Observation	Team Member Doing Observation
Classroom Coaching Tips • SPED Bx Services Modules (Join link: gdhs7ol) • SPED Bx Modules • IRIS Modules (Vanderbuilt)	Teacher and Team
Action Planning	Teacher and Team

Classroom Management Self-Assessment (TEACHER)

Based on work from: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, and Bob Putman, 2015. [Supporting and Responding to Behavior](#).

Evidence Based Classroom Management Practices			Current Status		
2-in place & effective for 80% or more of students	1-partially in place	0- not yet	2	1	0
Note: You can see that the measurement scale ranges from “2” to “0.” A “2” is currently defined by this practice is <i>in place & effective for 80% or more of students</i>. The anti-racist pivot here is to stay attuned to WHO is making up that 20% of students that are not responding to said practices. If those students tend to be our most marginalized and underserved students (namely thinking about our focal populations such as African American, Latina/o/x, Native American, Pacific Islander, and LGBTQ youth; English Learner students and families; students receiving Special Education Services; and youth in foster care, including youth who hold multiple of these identities), it will require further reflection, challenging of biases, and shifts in practice and structures in the classroom.					
1. Foundations: Are the structures in place?					
1.1 Design: physical design meets the needs of each student. Consider small group, whole group, independent work spaces, furniture/layout allow easy movement, minimal clutter, instructional materials organized and easily accessible, materials posted that support learning and are inclusive of all students’ and families’ identities (race, gender, ability, age, etc.)					
1.2 Routines: Routines are developed, taught, & predictable. Include routines for entry/dismissal, turning in work, early finishers, behaviors for instruction, independent/partner/or group work, transitions, etc.					
1.3 Expectations: 3-5 positive class expectations are posted, defined, & explicitly taught. Observable, measurable, teach examples/non-examples, target areas of concern (safe use of tech, responsible during lessons, etc), & students contribute to creation.					
2. Daily Proactive Practices: Encouraging *Appropriate Behaviors					
2.1 Active Supervision & Proximity: practices are used proactively. Scanning, moving, interacting.					
2.2 Opportunities to Respond: Are varied & provided at high rates. Consider individual/group, choral, non-verbal, turn & talk, equity sticks, group shout-out, stop and jot, show gesture, etc.					
2.3 Acknowledge *Appropriate Behavior: Specific praise & other strategies are used to acknowledge behavior. Consider behavior specific praise, behavior contracts, group contingencies (dependent, independent, interdependent), token economy, whole group, small group, individual points/tickets, etc					
2.4 Prompts: reminders are consistently given before problem behavior may occur. Consider referring to expectations, remind of reinforcement to be earned, specific, explicit, understandable to student, tells what to do					
2. Daily Responsive Practices: Discouraging *Inappropriate Behavior: responses to misbehavior are strategic & appropriate					
2.5 Brief Error Correction + Contingent Praise: delivered in brief, concise, calm, & respectful manner; tell what to do, follow with praise when student uses appropriate behavior, disengage immediately afterward (avoid power struggles)					
2.6 Other Strategies to Respond to Problem Behavior: planned ignoring, differential reinforcement, response cost, time-out from reinforcement. Consider how to preempt escalation, minimize inadvertent reward of problem behavior, create learning opportunity for appropriate behavior, maintain instructional time for other students.					
On Task vs Off Task: Instructional Practices					
Activities are accessible, at their independent/differentiated level with review of needed concepts, with help given, as needed.					
Activities are broken down into clear steps.					
Students are arranged conducive to support engagement: individual, small group and/or whole group					
Activities are modified when patterns of off-task behavior are noticed.					
Anti-Racist Pivot: *Appropriate/Inappropriate: Remember that “appropriate” behavior is often defined by white supremacy culture characteristics, and that there is no such thing as “normal” behavior, as behavior shifts and changes depending on context, culture, identity, and level of relationship.					

Classroom Observation

****To be completed by member of climate team/support staff****

Based on work from: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George, and Bob Putman, 2015. [Supporting and Responding to Behavior](#)

2-in place & effective for 80% or more of students	1-partially in place	0- not yet	2	1	0	Not observed
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Note: You can see that the measurement scale ranges from “2” to “0.” A “2” is currently defined by this practice is *in place & effective for 80% of more of students*. The anti-racist pivot here is to stay attuned to WHO is making up that 20% of students that are not responding to said practices. If those students tend to be our most marginalized and underserved students (namely thinking about our focal populations such as African American, Latina/o/x, Native American, Pacific Islander, and LGBTQ youth; English Learner students and families; students receiving Special Education Services; and youth in foster care, including youth who hold multiple of these identities), it will require further reflection, challenging of biases, and shifts in practice and structures in the classroom.

SRB 1.1 Setting: physical environment, materials, spaces, etc

Classroom design facilitates instructional activities. Spaces are defined and set up to support classroom function: for whole group, small group instruction, independent work, break area, etc. Lesson charts and visuals are visible to all students.

Layout allows for easy “traffic” flow: students can move without bumping into each other, furniture, or backpacks

Instructional materials are neat, orderly and ready for use. Consideration has been taken for teacher vs student access to materials.

SRB 1.2 Routines: develop and teach predictable routines.

Routines are being followed for observed predictable procedures: entering/leaving classroom, arrival/dismissal, requesting help/break/supplies, completing independent work, early finisher, use of tech, etc.

80% or more of students follow all observed expected routines

Transition routines are structured and efficient: between periods of instruction, subjects, or locations. Materials ready, attention cue, clear directions, teacher is actively supervising, and students meeting expectations

SRB 1.3 Expectations: Post, define, & teach 3 to 5 behavioral expectations

Expectations are posted, referred to, able to be seen by each student.

Language is observable, measurable, and positively stated.

80% or more of students meet behavioral expectations

SRB 2.1 Active Supervision & Proximity

Teacher uses visual scanning, continuous movement & interacting

SRB 2.2 Opportunities to Respond

Provide high rates (Use ratio calculated on pg 2) & varied (choral responding, equity sticks, turn & talk, stop & jot, non-verbal gestures, etc) opportunities to respond.

SRB 2.3 Acknowledge Appropriate Behavior

Use behavior specific praise right after use of the behavior. Praise statement clearly states appropriate



behavior used by student.				
Use systematic reinforcement connected to classroom/school expectations is used throughout the interval of observation (e.g. whole class, small group/teams, individual)				
Use a rate of 5:1 (5 acknowledgements of appropriate behavior: 1 corrective comment). Use ratio calculated on pg 2.				
SRB 2.4 Proactive Prompts: anticipating and using expectations and reminders to prevent inappropriate behavior				
Reminders are provided <i>before</i> a behavior or task is expected				
Reminders are understandable by students and describe the expected behavior (and linked to the appropriate expectation)				
SRB 2.5 Error Correction: Respond to Inappropriate Behavior				
Tell what to do in brief, concise, calm, & respectful manner.				
Follow correction with praise when student corrects behavior.				
SRB 2.6 Other Strategies to Respond to Problem Behavior: Preempt and minimize problem behavior, create learning opportunities, and maintain instructional time				
Planned ignoring, differential reinforcement, response cost or time-out from reinforcement used are used in calm, neutral tone when student(s) do not respond to above strategies..				
SRB 3.4 Data Collection				
Out of class discipline referrals are written & logged for school-wide identified office managed behaviors only.				
Scoring: Yes = 2 Some = 1 No = 0 Not Applicable (NA) = unscored				

Tally of 5:1 Ratio

Start Time: _____

End Time: _____

Use a 10 minute time slot to tally 5:1 ratio. Positive are positive responses to behavior intended to reinforce a behavior. Corrections are responses to behavior intended to decrease the behavior in the future and/or repeating a prompt for a behavior that did not sufficiently occur the first time it was prompted.

Positive:	Ratio:
Corrections:	

Opportunities to Respond

Start Time: _____

End Time: _____

Choose a 5 minute time slot to tally opportunities to respond. Divide the total by 5 for an average rate of opportunities to respond.

Tally:	_____/5 = _____ average OTRs per minute
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Comments

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Classroom Procedures Coaching Tips

Refer to [Supporting & Responding to Behavior](#) document | [Tier 1 Workbook](#)

1.1 Physical Environment

Furniture & layout allow movement through the classroom without bumping into people or objects.

- Space between desks is free of clutter (e.g. backpacks/lunch boxes).
- Explicitly teach how to push-in chairs or put away materials.
- Excess materials are put away, tables/counters are tidy.

Various spaces for whole group/small group instruction--Can all students see? Have sufficient space? Space for independent work-access to needed supplies, help, quiet if desired.

- Preferred seating (chair, space apart from group, closer proximity to teacher, etc.)
- Individual copies of materials or enhanced font size
- Small group instruction
- Reduce steps to get materials.
- Opportunities to work with partner/group or alone when desired & appropriate.

Relevant instructional charts/instruction can be seen when needed. Consider teacher vs student access to materials.

- Posted anchor charts refer to current material.
- Routine steps are posted near where they will be used (i.e. routine for entering posted near door).
- Anchor charts referring to expected behavioral routines or instructional content remain visible throughout the instructional period.
- Safe materials can be easily accessed by students when needed.

1.2 Routines

80% or more of students follow expected routines

*Anti-racist pivot: Pay attention to the 20% of students who may not be following a routine. If these students are focal group students (students of color, ELLs, foster youth, LGBTQ youth), it is essential to shift your practice so that you are centering these students.

- [Visual breakdown](#) of routine include icons, drawings, photos on anchor chart, role-played by students, etc)
- Explicitly [teach](#), model and reinforce the routines
- Routines broken down in 3-4 steps with minimal language (e.g. stand up, push in chair, walk to rug)
- Use small group or whole group reinforcement systems to target routines
- Refer to available reinforcement prior to opportunity to use routine
- Prime students by having them chorally repeat back routine before engaging in routine
- Use behavior specific praise and/or prompting using language from anchor chart
- Systematically target one routine until 80% of students are successful. Begin with most common or more difficult routines (routine for focused attention during instruction, routine for gaining student attention, etc)

Routines are established for regularly occurring events (attention cue, arrival/dismissal, requesting help/break/supplies, early

- Use routine [planning](#) template; see [elementary](#) & [secondary](#)
- Target problematic times in the daily routine.
- Identify common routines that have not yet been taught/systematized.
- Read schedule at the beginning of the day prime students for what is happening that day.

work completion, etc)	Refer to schedule during the day to prime students for what is happening next.
1.3 Expectations	
Classroom expectations are posted, referred to, & able to be seen by students	- Define expected behavior by category of school-wide expectations (Safe, Respectful, Responsible). - Define for various contexts if needed (i.e. tech use, instruction, independent work, group work, etc).
Language is observable, measurable, & positively stated.	- Collaboratively create with students, community members/families. - Expand- What does it look like, sound like and feel like in classroom? - Use small group or whole group reinforcement systems to target teaching or revisiting expectations. - Role-play/rehearse demonstrating expectations with examples/non-examples.
2.1 Active Supervision and Proximity	
Teacher uses active supervision and proximity-a) visual scanning, b) continuous movement/proximity prior to problem behavior, and c) verbal/non-verbal interactions that are respectful, pre-corrections, non-contingent attention, & contingent praise/reinforcement	- Frequently visually scan the environment when teaching from one location. - Move throughout the room during difficult times of day (transitions, independent work time, etc). - Troubleshoot instructional times when movement is challenging--Provide small group instruction or 1-on-1 conferencing at student desks to maintain proximity. - Pre-plan corrective comments for common off task behaviors that are calm, respectful and tell what to do. - Target reinforcement system for contingent compliance with expected routines following reminders.
2.2 Opportunities to Respond	
Teacher provides opportunities (e.g. verbal or non-verbal responses) for students to respond at a rate of at least 4-6 responses per minute during mini lessons.	- Individual Responses: individual responses with raised hands, equity sticks, stop & jot, individual white-boards - Group Responses: turn and talk with partners, choral response/shout out - Non-Verbal: Hand signals, thumbs up/down, individual response cards or instructional materials, gestures for I agree/disagree, have something to add, tell me more about_, don't understand, have a connection, etc - Various settings-whole/small group, 1-on-1 conferencing, circles, discussions, etc.
2.3 Acknowledgement	
Teacher uses behavior specific feedback.	- State desirable behaviors "I see technology put away and eyes forward" (avoid vague-good job, I like it, yes, etc. - Link to natural consequence-"You were working hard & focused so you finished all your work!"

	• Can be given to an individual, small, or whole group. • Provide as soon as possible following the appropriate behavior. • Consider student preferences (public or private, written or spoken, gesture or verbal). • Emphasize making sincere tone of voice and language.
Teacher uses a 5:1 ratio of acknowledging appropriate behavior to corrective comments.	• Acknowledgements should be specific and linked to behavior not person: K is showing focus by facing forward with voice off. • Acknowledge approximations: "I see you turned off your phone. Great. Next put it away and you're meeting our responsible expectation." "I see you're looking for your notebook. Way to be responsible!"
Teacher uses systematic reinforcement.	• Review types of group contingencies (dependent group, independent group, interdependent group), token economy, whole group/small group/individual points/tokens/tickets. • Help teacher brainstorm reinforcing activities students would like to earn. • Support with data collection system to determine if contingency & reward chosen are positively influencing behavior.
Teacher precorrects problem behavior.	• Use proximity to groups or individual students prior to challenging behavior (about an arm's length). • Before transitions or activities, review expectations (example/non-example). • Plan prompts in advance that use brief, comprehensible language, & tell students what to do. • Use contingencies & systematic reinforcement for using appropriate behaviors/meeting routine expectations, completing work, etc. • Point to anchor chart or other visual referents. • Use gestural reminders. • Ask students to reread expectations or describe/role-play expected behavior.
2.5 Error Correction	
Brief, contingent, & specific error correction to respond to problem behavior	• An informative statement, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what to do in the future. • Delivered in a brief, concise, calm, and respectful manner, typically in private. • Pair with specific contingent praise after the student engages in appropriate behavior or an approximation of the appropriate behavior. • Disengage at end of error correction and redirection—avoid "power struggles". • Prompt, using minimal language, I notice you're choosing to talk to friends. It's time to write with voices off. Next time wait until share time to talk to neighbors." • Give processing time (30 to 60 seconds) Give space to comply.

Use other strategies to respond to problem behavior	● Review materials on planned ignoring, differential reinforcement, response cost, & time-out from reinforcement. ● Complement with dense reinforcement for appropriate behavior. ● Consider need being met by problem behavior to be reduced and teach replacement behavior so students continue to get needs met (if peer attention, increase opportunities for turn & talk, group work, partner collaboration, etc.)
3.4 Data Collection	
Out of class discipline referrals are written & logged for school-wide identified office managed behaviors.	● Use a hard copy or SYNERGY. Complete as soon as possible following the behavior. ● Refer back to the school chart for expected responses to in-class managed behaviors. ● Refer back to the school-wide flow chart for types of office managed behaviors needing an office discipline referral. ● Replace vague language with specific criteria from school-wide flow chart (not “being disrespectful”, rather “persistent swearing at a volume that interrupted learning & instruction”)
On-Task vs. Off-Task : Looking at Instructional Practices	
More than 3-4 students engage in frequent off-task behaviors	● In whole group settings, increase student talk by incorporating turn and talk with peers to activate prior knowledge, to share opinions/answers, and to process information. ● Before releasing into small group or individual activities, break tasks down into 2-3 steps that covers how to begin, how to get help if needed, and what to do when finished ● Consider looking at when frequent off-tasks behaviors are happening (time of day, content area, specific tasks). Is it a issue of skill level that needs scaffolding? ● Is the work at students’ independent level? ● Did instruction review needed information/concepts to complete activity? ● Is seating arrangement conducive to student focus? ● Is there a pattern to being off-task? Does it always happen during a specific academic activity, transition or environment? ● Is there a small group system in place? ● Is help readily available?

Action Plan

Name: _____ Grade Level/Subject: _____ Beginning Date: _____

[See an example action plan if you'd like.](#)

Evidence Based Classroom Strategy	Action Item(s)	Target Date to Complete	Completed