



Grade Level Team Meeting Facilitator's Guide

This document is a guide for teams to use to help facilitate their grade level team meetings focused on behavior.

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Meeting Reminders

Review your agreed upon grade level norms and meeting purpose.

- Example Norms: Stay engaged – Focus on what we can do – Listen to learn
- Example Purpose: To determine effectiveness of core reading and behavior programs and make necessary adjustments to instruction.

Step #1: Problem Identification

Using the SWIS Dashboard, examine your whole school's discipline data. How does your grade level compare to others in the building in regards to discipline referrals?

- Review current SWIS data for your grade level and compare it to other grade levels in the building
- Review data from previous months, looking for trends and patterns to determine if there is a grade level problem
- Determine if the issue is a grade level problem, or whole school
- Discuss if your data collection is consistent and whether there are problems that team members might be able to identify, but haven't collected data on
- What could the grade level improve upon? Record any action items in the table in Step #4

Step #2: Problem Analysis

Using the SWIS Drill Down feature, begin a Drill Down using only your grade level's data.

- Summarize all of the data from your Drill Down using the table on the Grade Level Plan



- Using the data from your Drill Down, set a specific behavior SMART goal on your Grade Level Plan

Step #3: Plan Development

Brainstorm strategies for your grade-level plan that include possibilities within the Prevent-Teach-Respond framework.

Prevent:

What can we do to prevent problem behaviors from occurring in the first place?

Teach:

How can we use effective teaching techniques to teach new and replacement behaviors?

Respond:

How can we respond to behaviors in ways to reinforce behaviors we want to see? How do we respond in ways that do not reinforce the problem behavior and prevent further escalation of problems?

After your team has generated possibilities for your plan, go back and determine which ideas will be prioritized and implemented. Consider the following:

- Which strategies will likely yield the biggest impact with the least amount of work?
- Is the strategy realistic, manageable, and doable given our time and resources?
- Do selected strategies include prevent and teach, and not just respond?

Step #4: Plan Implementation & Evaluation

Plan Implementation:

Now that you have identified your strategies, the team needs to identify specific action items needed to implement the strategies in the plan. Include:

- Specific Action Items
- Who will do each item
- When each item will be done

The team should also determine the following:

- How will we know if our actions are having the desired impact? What data will we use?
- Who will gather the data?
- How often will it be gathered?



Evaluation:

When your team meets to evaluate your plan, they will answer the following questions:

- Is the plan being implemented as intended? How do we know?
- Is the plan resulting in the desired change? Have we met our established goal?
- Do student data indicate the plan needs to be modified? If yes, how?
- What is the date for our next grade-level team meeting?

If your team has determined that there are barriers to implementation, use the following questions to guide the conversation:

- Does everyone understand how and when to use the plan?
- Is the plan feasible to implement?
- Are there ways that the plan can be modified to make implementation more likely?
- What supports can be provided to the implementers?

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