

## Implementer Support Plan

**Directions:** For each of the activities consider the following: Context of the classroom(s) you support (i.e., teaching style, student population, current practices), the teacher's readiness and background knowledge, your relationship with the teacher.

Type of support that the teacher(s) may need for any given practice:

- **Learning about a practice:** Instructing a teacher in a new practice, encompassing its core components, research basis and fidelity with the hopes that they will be able to choose a practice that fits the need to support positive student outcomes.
  - **Material Provision:** Offering additional items that might help the teacher/implementer learn more about a practice.
- **Modeling a practice:** Demonstrating the implementation of a new practice, highlighting the key steps, principles, and potential outcomes in order to facilitate the teachers understanding and successful adoption of the strategy in their own teaching practices.
  - **Role Play:** A simulated situation between the support person/coach and the teacher/implementer to help the teacher learn the practice. Both individuals take on a role, one adult taking on the role of a student while the other demonstrates the practice.
  - **Demonstration:** Actions (verbal, gestural, physical or signed) that demonstrate how to implement practices for the teacher/implementer. The coach enacts the teacher/implementer role and provides an example of how to use a specific practice.
- **Observation with feedback:** Observing a teacher implement a specific practice and then providing them with feedback about how well they executed the practice. This process helps the teacher improve their skills and make adjustments to enhance their effectiveness in the classroom.
  - **Supportive feedback:** Describe what occurred during the observation focusing on specific strengths, improvements to their practice and accomplishments. Supportive feedback may include data, graphs and/or video recordings. Supportive feedback is critical as part of establishing relationships.
  - **Constructive feedback:** Describe what occurring during the observation with precise feedback that assists the teacher/implementer in understanding missed components or how to improve their practice. This type of feedback should be objective and specific and might include data, graphs or video recordings.

**Adapting a practice:** Assisting a teacher in modifying a practice, aiming to enhance its effectiveness and overall quality given the context in which it is being implemented.

## Session 2

### Regulation Strategies

Review the regulation strategies in the *Trauma-Informed Classroom Routines: Regulation, Relationships, and Self-Awareness* document.

- Might any of the teachers you are supporting benefit from or be interested in self reflecting on their use of regulation strategies?
- What implementation challenges do you anticipate related to these regulation strategies?
- Is there a possible place to start that might support the teacher in building the skills/fluency?

### Active Supervision and Feedback

Think of a setting you've observed where students would benefit from active supervision and/or specific feedback.

- What opportunity might you have to bring awareness to implementers (individually or in a group setting) about these strategies?
- How will you make it comfortable for the implementer to receive feedback about their active supervision and feedback?
- Would you feel comfortable modeling these things? If not, how might you build your confidence?
- How might you support them with the data collection?

### Using Data

Review the *CMOT*

- What items we have addressed in the content already?
- As you think through strategies we have learned so far how might the CMOT be a helpful tool in setting the stage for implementers and your supports to implementers

### Identify and Lift Challenges – Session 2

- What challenges exist to being able to support implementers with getting these practices in place?
- Who might you lift these challenges to for support with removing them?
- Who needs to understand the benefits of you doing this work to support implementers?



Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.