

BCPS Classroom Check-up
CLASSROOM CONSULTATION SCHOOL SERVICE PLANNING FORM

School: _____ Administrator(s): _____ Date: _____

AWARE Consultation Objectives:

1. Reduce office/focus room/SST referrals from baseline.
2. Improve teacher capacity to effectively manage/support student behavioral health needs that interfere with instruction/learning.
3. Promote and expand the use of evidence-based classroom management practices that are effective and developmentally appropriate.
4. Train 1-3 school staff to use Classroom Check-Up (CCU) to carry out the above goals on an ongoing basis.

Timeline of AWARE Services:

1. Fade-In of AWARE services (introduce the grant to school staff and select teachers/trainees, determine Consultant schedule, etc.)
2. Intensive Consultation and Training window (Consultant will provide consultation to up to 5 teachers and train 1-3 school staff)
3. Fade-Out of AWARE services (consultation intensity winds down as teacher and trainee capacities increase; services transition to school staff consultant)
4. Ongoing Technical Assistance for CCU trainees (as needed and/or by request, for duration of grant)

Teachers identified for AWARE consultation (up to 5):

In general, teachers selected to work with the AWARE consultant should be:

- *Interested in receiving consultation* and available to meet regularly during consultation period
- In need of support based on data such as office/focus room/SST referrals, frequency and intensity of classroom disruptions, teacher's experience and stress level, etc.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

School staff identified for CCU training (1-3):

In general, staff selected to be trained in CCU should be:

- *Interested in being trained and using their training throughout the year*
- In a non-evaluative role, able to maintain confidentiality
- Supported by administrators with dedicated time for training (and coverage if needed) during the Training Window (6-8 weeks)
- Able to offer feedback in a non-threatening/non-judgmental manner
- Available to offer CCU consultation to school staff as needed

1. _____ 2. _____ 3. _____

BCPS Classroom Check-up
CLASSROOM CONSULTATION SCHOOL SERVICE PLANNING FORM

School: _____ Administrator(s): _____ Date: _____

What actions will be taken to meet goal(s)?

Tasks	Description of Plan	Who is responsible/involved?	Timeline
<p>1. Inform staff of AWARE grant and Consultant's role.</p>	<p>At minimum, this should include the behavior support team (if not already informed) and teachers receiving consultation. Ideally, CCU consultation is explained to all staff at a faculty meeting and teachers are asked to volunteer. Teachers are typically more receptive when the grant is explained by consultants, versus administrators (AWARE consultants are available to attend a staff meeting, if desired). Participation should be completely voluntary and confidential; teachers should not be asked to disclose their participation (or lack thereof) to anyone. Administrative support for the confidential consultation process is essential to teacher buy-in and lasting change.</p> <p>Introduction of CCU consultation should strategically emphasize the following:</p> <ul style="list-style-type: none"> - AWARE consultation is a non-evaluative, supportive resource for teachers - Teachers volunteer or are suggested based on data/need - Consultation is teacher-driven, highly personalized, and flexible to each individual teacher and classroom's specific priorities and needs - Participation is CONFIDENTIAL and will not be shared with administrators 	<p>Behavior Support Team at minimum, ideally all staff members</p>	<p>Can be done right away, or any time before consultation services begin.</p>

BCPS Classroom Check-up
CLASSROOM CONSULTATION SCHOOL SERVICE PLANNING FORM

School: _____ Administrator(s): _____ Date: _____

Tasks	Description of Plan	Who is responsible/involved?	Timeline
<p>2. Identify up to 5 teachers to receive classroom consultation.</p>	<p>Once all staff have been informed of the opportunity, the consultant will meet with interested teachers and begin working with up to 5 people. Teachers typically volunteer, or are suggested based on data such as referrals to office/focus room/SST, frequency and level of classroom disruptions, teacher's experience and stress level, etc. Teachers should be willing and available to work collaboratively with the consultant within the Intensive Consultation and Training window. All staff should respect the confidential consultation process by not asking about anyone's participation or progress.</p>	<p>Behavior support team: Administrator(s), IST, school psychologist, social worker, counselor, nurse, STAT teacher, behavior interventionist(s), Parent Service Coordinator(s).</p>	<p>It is a good idea to schedule this meeting ASAP, so the process can move forward.</p>
<p>3. Inform identified teachers that they have been selected to receive AWARE classroom consultation.</p>	<p>The selection process depends on the number of volunteers, level of need as indicated by data and supporting information, and the best approach to meet the school's needs.</p>	<p>Administrator(s), consultant</p>	<p>Any time prior to consultation start date</p>
<p>4. Collect baseline office referral data and Teacher Opinions surveys.</p>	<p>Individual teachers' baseline office referral data needs to be collected for 2 weeks prior to the Action Planning step of consultation. Action Planning with each individual teacher can begin as soon as baseline data is available.</p> <p>Teachers will also complete a brief survey prior to beginning consultation services (as well as a post survey upon the end of their work with the AWARE consultant).</p>	<p>Someone with access to STARS/SIS and/or Behavior Intervention Data</p> <p>Teachers receiving consultation</p>	<p>2 weeks prior to CCU Action Planning</p> <p>Any time prior to consultation start date</p>

**BCPS Classroom Check-up
CLASSROOM CONSULTATION SCHOOL SERVICE PLANNING FORM**

School: _____ Administrator(s): _____ Date: _____

Tasks	Description of Plan	Who is responsible/involved?	Timeline
<p>5. Determine specific methods of enhancing school-wide evidence-based practices in classroom management and student behavioral health supports/services.</p>	<p>This is very individualized, based on each school's existing resources, needs, circumstances, and plans. Options include classroom consultation alone, or combined with any of the following:</p> <ul style="list-style-type: none"> - Kognito training (1 hr. online simulation and role-play) - YMHFA training (Youth Mental Health First Aid; 8 hr. in-person training) - SHAPE (School Health Assessment and Performance Evaluation) - Community Partner? (BCPS Planning Guide to Community Partnerships) - Selection of and planning for evidence-based Social-Emotional Learning - Other ideas? 	<p>Admin and/or Student Support Team, consultant</p>	<p>Can be decided upon/revised at any time.</p> <p>** SHAPE is ideally started close to the beginning of the school year, but not necessary.</p>
<p>6. Determine process for AWARE updates/debriefing.</p>	<p>Because administrative leadership and support is so vital to optimal consultation outcomes, it is helpful for school administrators to receive general updates about consultation and training.</p>	<p>Administrator(s) and consultant</p>	<p>TBD by admin and consultant</p>
<p>7. Determine consultant schedule, workspace, start date, etc.</p>	<p>The consultant will need a workspace that is secure enough to leave a device and teacher files. The schedule at each school will be coordinated with the consultant's other commitments, and should be sensitive to workspace availability and consultee/trainee availability (planning periods, team meetings, role responsibilities and duties).</p>	<p>Consultant, teachers, trainees, school space.</p>	<p>ASAP</p>