PITTSFIELD SCHOOL DISTRICT

PROBLEM SOLVING: STAGE 2 COLLABORATIVE PROBLEM SOLVING PROTOCOL

STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GRADE/CLASS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE OF PARENT CONTACT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Schedule a formal observation / discussion with a peer, mentor and/or instructional coach
2. Engage in a formal observation / discussion using the following protocol:
	1. Part 1: Planning the conversation - SEE SECTION E; Record the target areas:
	2. Part 2: Reflecting conference – SEE SECTION F; Record the results of the reflection:
	3. Part 3: Design a plan

TARGET #1

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| **ANTECEDENT SUPPORTS****(Supports prior to and during concerning behavior)** | **ADULT ROLES(S)** | **CONSEQUENT SUPPORTS****(Supports occurring after concerning behavior)** | **SPECIFIC SOCIAL SKILLS OR ACADEMIC SKILLS TO BE TAUGHT** **(Behaviors, skills, and/or routines to be taught, including functional replacement behavior)** |
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TARGET #2

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| **ANTECEDENT SUPPORTS****(Supports prior to and during concerning social-emotional / academic behavior)** | **ADULT ROLES(S)** | **CONSEQUENT SUPPRTS****(Supports occurring after concerning social-emotional / academic behavior)** | **SPECIFIC SOCIAL SKILLS OR ACADEMIC SKILLS TO BE TAUGHT** **(Behaviors, skills, and/or routines to be taught, including functional replacement behavior)** |
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* 1. Part 4: Development of monitoring
* What are the criteria for success?

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* How will progress be assessed?

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* How will fidelity of implementation of the plan be assessed?

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1. Date to report back to peer / coach / mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_