

# PRISM Tier 2 Targeted Supports Planning Log: Data Discussion

Coach: \_\_\_\_\_ Classroom: \_\_\_\_\_ Teacher: \_\_\_\_\_ Audio Recording:  Yes  No  
 Data Review date: \_\_\_/\_\_\_/\_\_\_\_\_ Start time: \_\_\_\_:\_\_\_\_ End Time: \_\_\_\_:\_\_\_\_ Total minutes (minus breaks): \_\_\_\_\_  
 Number of non-participants present & role: \_\_\_\_\_

Before the Data Discussion	Yes	No	Notes
1. I collected a universal screening (i.e. <b>DECA</b> ) from the teacher for each (consented) child in the classroom.			
2. I scheduled a Data Review date with the teacher.			
3. I prepared documents and gathered materials needed for the meeting. <input type="checkbox"/> <b>Universal Screening Summary</b> (fill in Child IDs & DECA flags before meeting) <input type="checkbox"/> Blank <b>Essential Screening Questions</b> (ESQ) <input type="checkbox"/> <b>SEAM Overview</b>			
During the Data Discussion			
4. I shared the purpose of the Data Review.			
5. I asked the teacher all four questions on the <b>ESQ</b> , explaining the meaning of the questions.			
6. I marked <b>ESQ</b> red flags on the <b>Universal Screening Summary</b> , and recorded the number of yellow and red flags on the <b>Universal Screening Summary</b> .			
7. I explained the purpose of the <b>Universal Screening Summary</b> is to help the teacher use data to make decisions about which children in the class might benefit from Tier 2 supports and reviewed completed Summary with teacher.			
8. The teacher and I used the data recorded on the <b>Universal Screening Summary</b> to identify children who will receive Tier 2 Supports.			Children who will receive Tier 2 Supports (IDs):
9. I gave the teacher the <b>SEAM Overview</b> and discussed with the teacher how we would use the SEAM.			
Closing/Scheduling			
10. I facilitated a discussion with the teacher about the best time(s) to observe identified children in the classroom.			Observation Date(s) and Time(s):
11. I facilitated a discussion with the teacher about how long it would take to gather SEAM information and set up a meeting to review the SEAM data & write plans.			Planning Meeting Date & Time:
12. I reminded the teacher of the date we will meet to review the completed SEAM(s) and plan, &/or scheduled follow up observation meeting.			Date of Next Observation: Date of Planning Meeting:

## PRISM Tier 2 Targeted Supports Planning Log: Planning Meeting

Coach: \_\_\_\_\_ Classroom: \_\_\_\_\_ Teacher: \_\_\_\_\_ Audio Recording:  Yes  No  
 Observation date: \_\_\_/\_\_\_/\_\_\_\_\_ Start time: \_\_\_\_:\_\_\_\_ End Time: \_\_\_\_:\_\_\_\_ Total minutes (minus breaks): \_\_\_\_\_

Before the Planning Meeting	Yes	No	Notes
13. I prepared documents and gathered materials needed for the meeting. <input type="checkbox"/> Completed <b>SEAM(s)</b> <input type="checkbox"/> Blank <b>Targeted Support Plan(s)</b> <input type="checkbox"/> Blank <b>Child Strengths &amp; Concerns</b> <input type="checkbox"/> <b>Teacher Action Plan</b>			
<b>During the Planning Meeting</b>			
14. I shared the purpose of the Planning Meeting.			
15. The teacher & I filled out the <b>Child Strengths and Concerns</b> together, using <b>SEAM</b> .			
16. I used the <b>Child Strengths and Concerns</b> to facilitate a discussion with the teacher about goals, including discussing if children had similar goals and could share a plan.			
17. I facilitated a discussion about how to word the goals in such a way that they are <b>measurable</b> and <b>recorded</b> the measurable goal on the <b>Targeted Support Plan</b> .			
18. I encouraged the teacher to share knowledge about the classroom and children to determine when to teach new skills and recorded on the <b>Targeted Support Plan</b> .			
19. Discussion included strategies and what types of supports, resources, and materials the teacher would need to implement the plan, as well as during which routines the plan would be implemented and are documented on the <b>Targeted Support Plan</b> and/or <b>Teacher Action Plan</b> .			
20. I reviewed with the teacher how s/he would use the <b>Targeted Support Plan</b> to track teacher implementation of the plan and why this is important.			
21. I discussed the mode of progress monitoring data collection with the teacher, including data collection roles.			
22. I reviewed & updated the <b>Teacher Action Plan</b> to reflect the <b>Targeted Support Plan</b> .			
<b>Closing/Scheduling</b>			
23. I left a copy of the <b>Targeted Support Plan</b> and <b>Teacher Action Plan</b> with the teacher and kept a copy for myself.			
24. The teacher and I identified what the teacher would like me to observe next time and what steps or strategies the teacher would target.			
25. I scheduled the next coaching session with the teacher.			Date & Time:

## PRISM Tier 2 Targeted Supports Planning Log: Process Summary

Please indicate any of the following you experienced during Targeted Supports Planning

### Coaching Strategies Used

(Check all that apply)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Reflective conversation    | <input type="checkbox"/> Constructive verbal feedback | <input type="checkbox"/> Video demonstration       |
| <input type="checkbox"/> Problem solving discussion | <input type="checkbox"/> Role Play                    | <input type="checkbox"/> Environmental Arrangement |
| <input type="checkbox"/> Supportive verbal feedback | <input type="checkbox"/> Goal setting/planning        | <input type="checkbox"/> Other:                    |
| <input type="checkbox"/> Graphical feedback         | <input type="checkbox"/> Providing materials          |  |
|   | <input type="checkbox"/> Live demonstration           |  |

### Challenges Present

(Check all that apply and please explain in notes section)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Knowledge                   | <input type="checkbox"/> Existing job demands    | <input type="checkbox"/> Limited time to meet |
| <input type="checkbox"/> Disability or health issues | <input type="checkbox"/> Teaming/staffing issues | <input type="checkbox"/> Lack of engagement   |
| <input type="checkbox"/> Language issues             | <input type="checkbox"/> New students            | <input type="checkbox"/> Resistance to change |
| <input type="checkbox"/> Fiscal issues               | <input type="checkbox"/> Conflicting demands     | <input type="checkbox"/> Other:               |

### Notes: