



## **WLWV Intensive Capacity Building Team**

### **Guiding Principles**

- **School teams have the capacity** and the desire to meet the unique and diverse needs of all learners - sometimes school teams need temporary support to help extend their capacity in response to new or complex student needs
- **Capacity building is an investment** in the effectiveness and future sustainability of a school team
- **Relationships are powerful** - school teams know their students well, and ongoing support for social-emotional learning happens best in a context with familiar adults
- As part of our professional learning, we all benefit from **additional perspectives** - Growth Mindset
- **Adult staff have their own emotional responses** when we are working with students who present with complex behaviors
- Complex student behaviors affect other students and staff in the classroom and the school - **we are all committed to a safe learning community** for all students and staff

**What:** A team of 2-4 WLWV specialists that come alongside a school team when there is an overwhelming need for behavioral support that hasn't been able to be addressed at the classroom or building level. The team will be made up of some combination of instructional coordinators, school psychologists and other district-level specialists.

**When to Initiate this Support:** When all/most of the typical processes and interventions have not been enough to support the team in stabilizing a student's behavioral needs. (Functional Behavioral Assessment, Behavioral Support Plan, IEP Team Meetings, etc.)

**How to Initiate this Support:** Call Jennifer. Be prepared to answer some of the following questions...

- What are the **student's strengths**? How will these strengths help us move forward?
- What is the **problem behavior** that the student is presenting?
- What is the **frequency** and **duration** of the problem behavior?
- In what **contexts** do we see the problem behavior?
- What **triggers** or **antecedents** have we identified?
- What **intervention strategies** are in place?
- What **accommodations/modifications** are in place?
- What has the **teaming process** looked like and how has that process involved all team members (gen ed, office staff, student, family)?
- What **capacity** do we want to build?

**Supports the Intensive Capacity Building Team can provide for your school:**

- Check-in/Social-Emotional Support for adults in the building
- Observation & Data-Gathering
- Collaborative facilitation of team processes for data analysis, instruction and behavior support

- Specific support and modeling with skill-building relevant to the team's work in supporting the student (CPI, Collaborative Problem Solving, Trauma-Informed Practices)
- Support with restorative practices (ex. leading/supporting classroom circles)
- Support for school leadership team, including communication with staff and parents
- Creating documents, visual supports, observation/data-gathering tools for school team to use with specific students
- Roving substitute for teachers or other staff to be released from immediate supervision responsibilities to focus on planning for behavior support
- Calling in the Intensive Capacity Building Team does not mean giving up any control for the school-based leadership team
- Iterative/Responsive to student/school needs

#### **Who should be part of Intensive Capacity Building Team?**

- SPED IC's
- School Psychs
- Student Support and Outreach Specialists

#### **Other Considerations**

- Team Leader identified as primary contact for principal
- The presence of the ICBT should be public - we want school staff to know that their concerns are being heard
  - The ICBT helps school teams recognize the capacity within their school
- Use Frameworks when observing for strengths of classroom culture and instruction:
  - *5 Dimensions of Teaching and Learning*
  - *7 Components of Inclusive & Equitable Learning Communities*
- Iterative process - responsive to needs of the school team over the course of the 2-4 days

#### **Outcomes: Care, Welfare, Safety, Security**

- Timelines and Expectations regarding outcomes
  - Short-term student outcomes
  - Long-term student outcomes
  - Staff outcomes (What capacity have we built?)
- Timeline for ICBT presence in school: 2-4 days
  - Team Leader returns to look at data with teacher, IC, principal - after 1-2 weeks
- Feedback for ICBT team
  - Google Form for feedback on ICBT process after 1-2 weeks