SAMPLE MATERIAL

Collaborative Action Process (CAP)
Harmony Hills Elementary School, Maryland

Topic: Reducing Behavior Problems

Practice: Collaborative Relationship

This document describes the schoolwide program at Harmony Hills Elementary School called the Collaborative Action Process (CAP). Schools can find this useful as the foundation for establishing a similar schoolwide program for teacher collaboration. When students struggle in a classroom, teachers are expected to try their own strategies to relieve the problem over a four- to six-week period. If a child is still struggling, then the teacher may need to get ideas/strategies from his/her teammates through CAP.

In CAP, teachers work collaboratively to identify and define a problem, analyze the problem by looking at data, plan and implement an intervention, and then monitor and evaluate that intervention. The program is designed to build the capacity of general education teachers in supporting students with behavior and/or learning problems. Each grade-level team has one teacher from the team who is designated as a CAP coach. The CAP coach facilitates the twice monthly CAP meetings.

Before the CAP coach puts a child on the CAP meeting agenda, the classroom teacher:

- Lists the strategies they have tried on their own before the CAP process;

- Reviews the student's health, cumulative, and confidential folders and fills out the "Student Profile Form"; and

- Contacts the parent to discuss the issues and get the parent's perspective.

All teachers use the "You've Decided to CAP" document that describes the steps to take when considering adding a student to a CAP agenda. The CAP coaches put 1–2 students on the grade-level agenda for every meeting. Then the team works collaboratively to support the teacher in setting some goals to implement with the student. Data are constantly gathered and teachers and CAP coaches monitor the student's progress.

The CAP coaches receive training and support in monthly CAP business meetings. In attendance at these meetings are the CAP coaches, a reading specialist, counselor, school psychologist, school social worker, nurse, special education resource teacher, staff development teacher, and two administrators. At these meetings, the CAP coaches share data, successes/problems, and receive specific training on areas of need (such as Attention Deficit Disorder (ADD) and speech, language, or emotional concerns, etc.). CAP coaches become knowledgeable about the factors that impact behavior/learning to support the teachers on their grade-level teams.

You've Decided to CAP.
You've Gotten the Binder, Now What?

Step 1

Contact your CAP coach. S/he may already know about your student.

Step 2

Review the student cumulative folder. Review the student confidential file, if there is one. If you need help, ask your CAP coach or special education team member.

Step 3

Call parent. Let them know you would like to use "your grade level teachers to help with problem-solving" to suggest strategies to use with their child. Parents are the expert for their child. Complete the parent conference form as documentation of your phone call. Distribute form per instructions. (Do not use the term "CAP" with parents. Our acronyms confuse parents.)

Step 4

Email or tell your CAP coach. The CAP coach will ask you if Steps 2 and 3 are done. CAP coach puts student on the next agenda.

Step 5

Complete the Problem Solving / Student Profile form. The classroom teacher can complete on their own or at the next CAP meeting as a group. This provides a thorough review of the academic history.

Step 6

A. Bring any reading/math/behavioral data, copy of parent conference form, and student profile to the meeting.
B. As a team, review the Referral Packet and work through the CAP process using the CAP packet. Team members should rotate jobs: time-keeper, note taker, etc.
C. CAP coaches should facilitate. The team problem-solves and designs interventions.
D. Invite specialists as needed.
E. Assign date for follow-up and list the next steps.

PROBLEM SOLVING STUDENT PROFILE   Date _____

Name	Teachers:	Dates of parent contact:	Language at home	Country of birth
Race			ESOL Level 1 2 3 RELL	IEP? Yes No 504? Yes No Disability:
Gender				
DOB				
Age		Does parent have concerns?	Specific academic / behavioral concerns:	
ID#				
Grade				
School				

CURRENT LEVELS OF PERFORMANCE

READING Level: Above On Below	MATH Level: Above On Below	WRITING Level: Above On Below	Does BEHAVIOR affect learning? Yes No
Reading Level: / How far below benchmark?	Unit test scores:	Difficulty with fine motor skills?	Lack of attention/focus? When?
MAP-R: Fall Winter Spring	Unit **Re**test scores:	Difficulty with mechanics (spelling, punctuation, sentence structure)?	Task completion? What subjects?
MSA Reading:	MSA Math:		Social skills?

Concerns with decoding, comprehension, fluency, inconsistent?	Concerns with basic facts, number sense, problem solving, math language, inconsistent?	Difficulty getting thoughts on paper, answering the question, getting started?	Quick to get frustrated? When?
			Angry? Any triggers?

HEALTH INFORMATION

Vision screening date: Pass Fail	Hearing screening date: Pass Fail	Health issues?	Diagnosis / medications?
Glasses?	Hearing aid?		
Worn in school consistently?	Worn in school consistently?		

EDUCATIONAL HISTORY

Grade	School year	School	Abs	Tardy	ESOL Lvl	Reading: Above-On-Bel	Math: Above-On-Bel	Grades	Learning skills	Meetings: EMT, CAP, IEP	Services provided?

Examples of Factor Areas

Curricular Instructional	Teacher Teaching	Environmental Classroom Peers	Home Community	Student
• Curriculum level • Curriculum relevance • Curriculum flexibility to learning styles • Curriculum breadth • Accessibility of materials • Pace of presentation • Assignment length • Direct instruction • Assessments • Practice of skills • Guided practice	• Expectations • Frequency of feedback • Rate of reinforcement • Motivational strategies in place • Instructional style • Use of proximity • Tolerance • Consistency • Teaching experience • Teacher fatigue • Teacher language use • Teacher motivation • Level of supervision • Time to re-teach	• School-wide expectations and discipline policy • Professional development programs for staff • Physical accessibility of building and classroom • Building and classroom temperature • Bus ride • Staff/student ratio • Availability of materials • Classroom expectations discipline • Daily schedule • Peer reinforcement of behavior • Peer models • Peer academic and social skills • Teasing • Peer instigation of behavior • Group expectations • Common interests, values and goals	• Parental discipline • Parental conflict • Parental supervision • Parental support of homework • Parental values • Parental expectations • Parental support for academic skills • Home/school communication • Support for school policies, discipline, and interventions • Extracurricular activities	• Does not want to do task/avoids task • Student Motivation • Needs more practice • Needs more help • New skill • Task is too difficult • Memory • Attention span • Integration of visual/motor/auditory tasks • Prerequisite skills • Organization of thoughts/ideas • Academic engagement • Self-control • Self-management skills • Beliefs, expectations, attitudes • Social skills • Hearing, vision, motor skills • Health/Medication • Speech/language • Fatigue • Absences • Changes in school • First language

Collaborative Action Process

4 Steps	Tasks
Problem Identification	• *Prioritize* concern(s) • *Define* problem(s) in observable/measurable terms • *Discuss* relevant academic & behavioral information • Examine relevant academic history/trends (individual, group, school-wide)
Problem Analysis	• Use relevant data to *confirm* the identified problem • *Collect/Discuss* baseline data • Explore *Factors that Influence Student Learning & Behavior* (worksheet) • Analyze *why* the problem is occurring • Explore the relationship between academics & behavioral/attentional issues
Intervention Planning & Implementation	• Refine *baseline* summary statement • Identify what changes in the factor areas can be made to support student success • Set specific *goals* • Design intervention based on analysis, data, & goals • Design data collection system to monitor intervention plan
Monitoring & Evaluation	• Monitor intervention plan • Monitor progress • Analyze results • Revise plan as necessary

CAP is a Fluid Process: You May Move Back & Forth Between Steps