

## Example for Directors to ask for Training Meetings Outline

This is a document to start you on your request for training with your director or principal. Please elaborate further in these areas. These are only examples and you should modify to meet your needs, etc.

What to talk about:

- Why it is important
  - **To train on student programs and overall classroom management**
    - Behavior plans
    - IEP goals
    - Student programs
    - Review classroom procedures
      - Use the behavior skills training model to train these
        - Instruction
        - Model
        - Rehearsal
        - Feedback
  - To reinforce staff
- **Dates you want to train**
  - More at the beginning of the year
  - Professional Days
  - After school or before school
  - Late start
  - Early release
  - At least once a month
- **Topics you want to train**
  - General topics from training
    - Pairing
    - Reinforcement
    - Verbal Behavior Program
    - Natural Environment Training
    - Preference Assessments
    - Prompting
    - Behavior Momentum
    - Interspersing
    - Data collection and graphing
    - Errorless teaching and Error Correction Procedures
    - How help students become more independent
- **How it will help save money, help students, and the district**
  - Reduction in behavior problems
  - Make parents happy, staff are consistent
  - Fewer injuries because staff know what to do in a crisis situation
  - Retain staff due to increased confidence, fluency, and morale

## Examples for Directors to ask for Training Meetings

### ***Why have regular team meetings?***

Teamwork requires a cooperative or coordinated effort on the part of all individuals on the student's team. You are all working toward the same goal or common interests. Regular meetings provide the teacher, (leader), with an opportunity to pull the team together to support and guide the coordinated efforts of the team. Some suggested use of this meeting time is as follows:

- **To reinforce your staff**

We know that positive reinforcement increases the likelihood of the behavior we reinforce to be repeated, and it provides a model for others. Note some event(s) where each individual has contributed to the goals that were set in-between meetings, and use this time to share that event(s). Make sure you have something positive to share about each person or the team in general. Be specific. Every member can learn from the achievements of others. Let them know how important their support is to you. We all need reinforcement!!

- **To discuss what is going well and/or progress that is being made with students, team members, or specific procedure.**

It is common to focus on the negatives or areas to improve, regardless of all that is going well in the classroom. Share or highlight what is going well with a student, the team and/or procedures being used. This can help others to learn, it can lead to generating new ideas, and it can foster motivation during challenging times.

- **To review goals as a team.**

What specific areas does the team need to focus? (i.e. Data collection, graphing, etc.) Make this a doable goal each week. If the goal is too big and broad it will seem insurmountable reducing the motivation of the team. Break the goal down into parts to accomplish each week if necessary.

Be specific with goals providing clear steps for achieving success. For example, stating "We need to get better at data collection this week," does not provide clear steps for achieving that goal. Each individual might have a different idea as to how to meet this goal. Some may not know what to do, and the result is no change.. It is better to create a specific goal and model expectations. The teacher could say,, "Here is an example of how cumulative data will be recorded on the mand graph". "First..., next..., last..." Give a handout if necessary. Ask your TASN coach if you need help creating clear goals.

Ask if anyone has questions or if clarification is needed.

- **To train and mentor your staff**

- As the teacher and leader of your team, you have a wonderful opportunity to help facilitate the learning process. This is advantageous to passing down "the word" to team members in short bursts throughout the school day. You are fostering the acquisition of skills and behaviors, as well as the acquisition of attitudes and capabilities. Providing an opportunity where open dialogue is welcomed increases the opportunity for development.

- **To prevent problems**

- Regular meetings can prevent student and staffing problems from occurring, or becoming unmanageable. Provide clear steps for discussing classroom concerns.