

Can You Describe the Recommendation Process?

Speaker: Once I've done the observation, we go right to talking about what's going to work, what are some of the areas we want to focus on. With the teacher, generally speaking, what we'll do is create first a plan and some strategies around that child who's needing a higher level of support. We'll create a plan for them and then we'll figure out what are the tangibles, what are the tasks that need to be completed in order to put that plan in place. For example, we might need to make some visuals, we might decide that we want to rearrange the room, things like that.

The second step is whatever training might need to take place once those tangibles are completed, making sure that everyone who works with this child knows how to use those things or understands what the process is, understands what strategies we're using, what the plan is for this child. We make a plan, we complete the tasks that need to happen in order for that plan to be implemented, we do a training piece and then the implementation is ongoing. I'll be working with the teacher and their class on how to implement that.

They also might come back a month later and do some troubleshooting on how do you do these strategies in the context of circle time with 17, 18, 19 kids are in my classroom, how do I make this work in the context of the bigger picture. That's our process, it's to go through those steps and then follow through as needed. We might make a plan that same day that we do an observation, get the visuals up within a week or so, and then do some follow-through in the following weeks as we see how that's going to work, what tweaks need to be made, and what troubleshooting we need to do.