

Chapter 2

A. Structure of Child Study Teams

1. CST Team Composition
2. Selecting CST Leaders and Members
3. Role of the Principal
4. Child Study Team Leader Description
5. Child Study Team Member Description

B. CST Process

1. CST Meeting Guide
2. CST Process Diagram
3. CST Documents & Forms
4. CST Process: Teacher's Guide and Checklist
5. CST Member's/Liaison's Guide and Checklist
6. CST Leader's Guide and Checklist

C. CST Forms and Documentation

1. Pre-Conference Form
2. Preparing for CST: Leader/Teacher Conference Form

D. Tools for Teachers When Working with a Struggling Student

1. Strategies/Interventions
2. Strengths and Challenges Checklist
3. Classroom and Research-Based Strategies: Behavior, Reading, Mathematics, Writing

Chapter 2

A. 1. CST Team Composition

The CST is comprised of a variety of professional staff within the school. There are variations in the composition of Brookline CSTs. ***Elements of Brookline CSTs that are present across all schools are described below.***

Brookline CSTs:

- Are comprised of six (6) to eight (8) educators
- Include at least two (2) general education classroom teachers
- At no time consist of a greater percentage of special education staff as permanent members of the team
- Are comprised of a diverse representation of disciplines and grade-level professionals
- Have members who participate in professional learning related to their work on the CST, especially in differentiated instruction, neurodevelopmental constructs and child development (e.g. All Kinds of Minds), and facilitation of collaborative groups (e.g. Critical Friends Groups), and/or come to the CST with this background and experience

Brookline CSTs might include:

- General education specialists such as CST Members (Literacy, Math, Enrichment and Challenge Support, English Language Learners, Educational Technology, and Librarians)
- Education Team Facilitators (ETFs) and Special Educators (OT, PT, BCBA, Speech/Language, and Learning Center teachers)
- Guidance Counselors, School Psychologists and Nurses
- Principal and/or Vice Principal (when the Principal is not on the CST, establishing clear mechanisms for communication between the CST Leader and the Principal is critical)

A. 2. Selecting CST Leaders and Members

The composition of the CST is critical to its effectiveness. The Principal is responsible for the CST(s) in her/his school, so making the decision about who the CST Leader(s) and Members is the responsibility of and determined by the Principal. The process for selecting CST Members and Leaders is outlined below, as well as some notes to support Principals as they make these decisions.

Process of Selecting CST Members and Leader(s)

- Principals announce their intentions to create their CST and make available the *Framework and Guidelines* to all staff so that they can consider CST Membership.
- Interested educators use “Creating the Child Study Team” form to provide Principals with information about their experiences and why they would be a strong member of the Team. This information will help Principals determine the best combination of members’ skills, knowledge and perspectives to create the most effective Team.
- Principals might also approach individual staff members, inviting them to consider being a member of the CST. If interested, staff members in these cases follow the same procedure as described above.
- Principals talk with prospective CST Members about the role, responsibilities, and scope of work for the year, provide clarity, and develop a shared understanding about the level of commitment and participation required of CST Members. Also at this time, Principals answer questions the prospective Member may have. (If already determined, the Principal might decide to include the CST Leader in these conversations.)
- Principals consider all the information gathered, analyze the capacity of the entire Team given the preferred membership, and creates the Team.

Notes on Team Composition

- Unit A CST Members receive a stipend of \$600.
- Unit A CST Leaders receive a stipend of \$800.
- CST Leaders need to have (or be willing to acquire) an understanding of team dynamics, facilitative leadership, adult learning/development, and organizational (school) culture. (see Chapter 2B for a fuller description of the role of CST Leader)
- CST Leaders need to be responsive facilitators who have the knowledge and skills necessary to facilitate adult collaborative groups, establish efficient and effective collaborative processes/conversation protocols, and communicate clearly and respectfully with colleagues (or be willing to learn this and accept coaching and feedback in the development of these skills).

- An effective CST is comprised of educators with differing perspectives and areas of expertise
- Not all of the expertise that is needed in a CST meeting for a particular student is found in the permanent membership of the Team. CSTs access the expertise of specialists as consultants in the CST meetings that are most appropriate and in need of their support. (Some examples of possible specialists in these cases include: grade level teachers, math and literacy specialists, OT, PT, BCBA, and nurses.)
- All CST Members (including the Leader) need to have (or be willing to acquire): knowledge of the neurodevelopmental constructs; an understanding of child development and what is typical; knowledge of how to differentiate curriculum, instruction, and assessment; knowledge of language acquisition and how to teach English Language Learners (ELLs) effectively; the skills necessary for examining student work in order to learn from it, observing and describing before drawing conclusions, recognizing and leveraging student strengths and affinities, engaging in the inquiry cycle, and giving and receiving feedback constructively. CST Members should also be culturally proficient, have a growth mindset, and be willing to refrain from labeling students and assuming there is a disability.
- Some CST Members (and Leaders) will acquire these new skills, knowledge and attitudes as they participate on the school's CST; it is hoped that collectively, the CST will have all of these skills and this knowledge.

A. 3. Role of the Principal

The role of the Principal is clearly defined by the Massachusetts Department of Elementary and Secondary Education to include the following responsibilities:

- The Principal shall implement the curriculum accommodation plan adopted by the district and required under MGL c.71, s.38Q. Such plan shall detail efforts that have been made or will be made to meet the needs of diverse learners in the general education program. As part of his/her responsibilities, the Principal shall promote instructional practices responsive to student needs and shall ensure that adequate instructional support is available for students and teachers.
- Instructional support shall include remedial instruction for students, consultative services for teachers, availability of reading instruction at the elementary level, appropriate services for linguistic minority students, and other services consistent with effective educational practices and the requirements of MGL c.71B, s 2.
- The Principal may consult with the Administrator of Student Services regarding accommodations and interventions for students.
- Such efforts and their results shall be documented and placed in the student record.

- Additionally, the Principal shall ensure that documentation on the use of instructional support services for the student is provided as part of the evaluation information reviewed by the [special education] Team when determining [special education] eligibility.

Both the Massachusetts General Laws and regulations of the Department of Elementary and Secondary Education clearly indicate that the Child Study Team is the responsibility of general education and is overseen by the building Principal. It is available to all students and the CST must consider other supports available in the building/system besides special education.

A. 4. Child Study Team Leader

The Child Study Team (CST) Leader is a skillful facilitator who is able to effectively guide educators as they collaborate in the process of understanding students and supporting classroom instruction. The CST Leader has the knowledge, skills, and beliefs necessary for effectively overseeing the process of collaborative problem solving that is the hallmark of effective CSTs, as well as the trust and respect of colleagues. CST Leaders across all Brookline schools meet regularly in order to build system-level capacity, collaborate on professional development, and learn from the system's CST data.

The CST Team Leader:

- Has an understanding of team dynamics, facilitative leadership, adult learning/development, and organizational culture
- Is a responsive facilitator who has the knowledge and skills necessary to facilitate adult collaborative groups, establish efficient and effective conversation protocols/collaborative processes, and communicate clearly and respectfully with colleagues
- Handles and resolves conflict effectively and respectfully, and supports others to do the same
- Facilitates CST meetings, and/or ensures effective facilitation of the meetings
- Manages time, monitors the distribution of time required by different parts of the CST meetings (logistics and scheduling; presentations and comments; questions and follow up), and makes sure all voices are heard in the time allotted
- Schedules the presentations by teachers at CST, as well as the follow-up presentations according to agreed upon time lines
- Oversees the tracking of data related to CST referrals and outcomes with the use of various data templates and system-wide data tools (e.g. X2)
- Maintains current CST records and documentation of CST work, and submits this documentation and other data to the Office of Teaching and Learning (OTL) as requested

- Communicates with the school's principal - sharing the team's perspective on the impact of CST work, its thinking about the CST's relationship to other school-wide initiatives aimed at prevention and intervention on behalf of all students, and its collective learning
- Collaborates with CST Members and the school's principal to design and lead school-wide professional development connected to CST work
- Attends and contributes to system-level meetings with other CST Team Leaders
- As a CST Member, also attends to the responsibilities of being a member of the team.

A. 5. Child Study Team Member

A CST Member is an educator who is willing and able to collaborate with colleagues on the important work of supporting struggling students to be more successful. The team member listens carefully, orienting him or herself to the concerns of a teacher who has been striving to implement interventions and strategies that will allow a child to access the curriculum and the environment more fully. A CST Member is responsive to the needs of a diverse population of learners, and understands that students perform along a continuum of behavioral, social, academic and levels of emotional functioning.

A CST Member:

- Serves as a Liaison to support classroom teachers throughout the CST process (see "CST Liaison Guide" for details)
- Commits to meeting regularly as a CST and engages fully in the process.
- Learns continuously and participates in professional development targeted to CSTs*
- Supports a professional culture of reflection, inquiry, sharing practice, and collaboration, both in the CST and school-wide
- Works for continuous improvement in teaching and learning system-wide
- Values and participates in documenting work and collecting/analyzing data
- Shares his or her own practice with colleagues, and models the skills and habits of collaborative problem solving

* The district has a commitment to offer professional learning that supports CST Members. This professional learning may include, but is not limited to: knowledge of the neurodevelopmental constructs and management by learner profile; an understanding of child development and what is typical; knowledge of how to differentiate curriculum and instruction; knowledge of language acquisition and how to teach English Language Learners (ELLs) effectively; the skills necessary for examining student work in order to learn from it, observing and describing before drawing conclusions, recognizing and leveraging student strengths and affinities, engaging in the inquiry

cycle, and giving and receiving feedback constructively. Professional learning will also be available that supports team members' culturally proficiency and belief in a growth mindset.

Chapter 2

B. 1. CST Meeting Guide

The CST Meeting takes place on a weekly basis in each school. The recommended structure for Child Study Teams is composed of three discrete sections: **the Follow-up** (for a Teacher who has previously consulted with the CST); **the Presenting Teacher** (consultation of a new “case”); and **the Wrap-up** (writing the *Initial Action Plan*, found in the *Child Study Team Report*, establishing plans for monitoring the implementation of strategies and collecting data regarding the student’s responses to these interventions, and assigning a Follow-up date [6-8 weeks]). Below is a table that presents the structure in three different configurations given that time constraints may not allow for a contiguous 90-minute block.

CST Meeting Components & Suggested Time Frames (meetings should not be less than 50 minutes)	Suggested lengths of meetings in minutes		
	90	65	60
Follow-Up from 6 weeks prior (15 minutes) <ul style="list-style-type: none"> Summary of results Close case or decide next steps 	15	Outside the Meeting w/ Teacher, Liaison, and/or Leader	Outside the Meeting w/ Teacher, Liaison, and/or Leader
Presenting Teacher (PT) w/ new case (50-60 minutes) <ul style="list-style-type: none"> Process is pre-determined by the CST Leader and the Teacher in the pre-conference Debriefing of the process 	60	50	60
Wrap-Up (15 minutes) <ul style="list-style-type: none"> Develop the CST <i>Initial Action Plan</i> found in the <i>Child Study Team Report</i> Put PT on calendar for a follow-up (6-weeks) 	15	15	Outside the Meeting w/ Teacher, Liaison, and/or Leader

NOTE: In each configuration, the Presenting Teacher section is no less than 50 minutes. This portion of the CST Meeting is to thoroughly address **the needs and focus of the Presenting Teacher** as determined through the Pre-conference process. The needs of Presenting Teachers vary. For example, a Presenting Teacher may “bring a student” to CST because the student is puzzling and the Teacher is asking colleagues to help investigate – or “study” - this student as a learner. At other times the Teacher may be coming to colleagues to get ideas about new strategies to support a student who is struggling. In both instances, the work of the group begins with the student; the Teacher outlines his/her strengths/areas of concern, observed learning style, affinities, and information that describes “the student’s world”. For the Teacher with the “puzzling student”, the CST goes deep into the student’s work to identify the student’s learning profile and then works with the Teacher about how their new, collective knowledge of the student calls for different strategies. In the case where the Teacher is interested in new strategies, it is critical for the CST to have a deep understanding of the student in order to identify strategies that will be helpful. By taking the time to come to “know” this student, the CST and Teacher will be able to address the question: Why this strategy for this student at this

time? For the demands these types of discussions require, 50 minutes is considered to be the minimum length feasible.

B. 2. CST Process Diagram

1. General Classroom

- Teacher identifies a student as not making desired progress
- Based on Teacher's data/observations of this student, s/he identifies and implements a variety of strategies in the classroom, documenting those tried and the student's response or evidence of continued difficulty, i.e. student work (see Appendix: *Classroom- and Researched-Based Strategies*).
- When strategies do not produce the desired outcomes, the teacher may contact the CST leader to request a pre-conference with a liaison

2. Pre-CST Meeting

- The CST Leader assigns a CST Member to be a Liaison
- Liaison pre-conferences with Teacher to collect data
- The CST Leader meets with Teacher and together they determine the focus and the appropriate "tool" to guide the discussion during the CST meeting
- Teacher is given the date of the CST meeting at which s/he will "present the student"
- Teacher gathers materials to bring to CST and continues to monitor student
- The CST Leader gives all CST Members relevant materials to read beforehand:
 - Pre-Conference document/s (see Appendix)
 - Teacher's focus/needs
 - Discussion format to be used at Meeting
- CST Members prepare for meeting by reading documents
- The CST Leader confirms Follow-Up date for Teacher who presented 6-weeks prior

3. The CST Meeting

- Follow-Up for Teacher who has previously presented a student (see *CST Meeting Guide*)
- Teacher presents student and the group engages in a structured, collaborative discussion
- A CST *Initial Action Plan* (found in *Child Study Team Report*) is developed; a plan for data collection is developed; Teacher is given Follow-Up date with CST to discuss outcomes

4. Implementation Phase & Follow-up

- Teacher begins implementing strategies and documenting student's response for the recommended period of time (6-8 weeks)
- Liaison is available during this phase to collaborate with the teacher as the Teacher requests
- Teacher and Liaison prepares documents/data for Follow-Up CST Meeting (1-week prior to)
- Teacher meets at CST meeting to share outcomes
- Next steps are determined based on: student is making desired progress with particular strategies in place; student is not making desired progress
- If student is making desired progress, the CST Leader completes the *Child Study Team Report* and process is complete; if desired progress is not being made, Teacher discusses the results with the Liaison and/or the CST to determine next steps

C. 3. CST Documents & Forms

Document	Purpose	Form	Purpose
CST Leader's Guide	Describes the role & responsibilities of a CST Leader, including all processes involved	CST Pre-Conference Form and Appendix of supplemental documents	Guides the 1 st discussions between a classroom teacher & CST liaison and CST Leader; also used as a reference at the CST Meeting
CST Member Guide	Describes the role & responsibilities of a CST Member, including all processes involved	CST Action Plan & Results	A written document that outlines: strategies for the class-room teacher (and possibly others) to implement; strategies for data collection; summarizes the outcomes
CST Liaison Guide	Describes the role & responsibilities of a CST Liaison, including all processes involved	List of Items in Student Folder	For the CST Leader to organize a "Student Folder" with all necessary documents
Presenting Teacher's Guide to CST	Describes the role & responsibilities of presenting a student at CST. Also includes reasons why a teacher would consider presenting a student and all processes involved	An Appendix section of Ideas for Data Collection Strategies, Templates	For classroom teachers and others to observe students and collect relevant data in order to monitor a student's responsiveness to interventions
Principal's Guide to CST	Makes recommendations for ways principals support the work of CSTs	Closure of CST File: Child Study Team Report	For the CST Leader, it collects data for analysis purposes

B. 4. CST Process: Teacher's Guide and Checklist*

*When reading this Guide, refer to the diagram on page 9-10: *The Child Study Team (CST) Process*

Process Overview

General Educational Practices & When to Initiate the CST Process

- Based on data and observations, a Teacher may determine that a student is not making desired progress and in response, identify and implement some strategies (educational practices) that correspond with the learning profile of the student and specifically address the area/s of concern. The Teacher monitors and documents the student's response/s, including evidence of continued difficulty (student work, for example) for a reasonable period of time. At this point, Teachers may find the following Tools useful: *Student's Strengths and Challenges Checklist*, *Strategies/Interventions to Implement for a Struggling Student*, and the various checklists lists under the heading, *Classroom- and Research-Based Strategies* (see Chapter 2D). If the strategies the Teacher has chosen to implement do not produce desired outcomes, the Teacher may opt to email the CST Leader to request a pre-conference with a CST Liaison: this starts the CST process.

*NOTE: It is **not reasonable** for a Teacher at this point to feel the need to exhaust all possible educational strategies, nor should the situation be left to reach a crisis point before initiating the CST process. The CST is a resource for Teachers who are puzzled about why a student is not making desired progress, in spite of reasonable efforts made by the Teacher in the classroom, and perhaps others who provide services to the student.*

Pre-CST Meeting

- The CST Leader assigns a Liaison to the "case" (a member of the Child Study Team) who contacts the Teacher and meets for a pre-conference. At this meeting, the Liaison and Teacher discuss the Teacher's concerns, collect information, and determine the Teacher's needs and focus. (A) Pre-Conference Form/s is also completed collaboratively. At this point it will be determined if the process proceeds to the CST or remains in the general classroom while the Teacher tries different strategies or consults with others. For instance, during the discussion relevant information and/or ideas may surface that the Teacher hadn't previously considered or led the Teacher to think differently about the student.
- When the Teacher and Liaison decide to proceed to CST, the Liaison will contact the Leader who will then meet with the Teacher to clarify the Teacher's focus and needs and choose the appropriate process to guide the discussion during the CST Meeting. They will also identify materials and documents the Teacher will prepare and/or gather, including student work samples (see Chapter 2C: *Preparing for CST Leader/Teacher Conference Form, #7*). The Teacher is given the date and time of the meeting and organizes the materials in the interim, while continuing to monitor the student.

The CST Meeting

- The Teacher "presents the student" and the group engages in a collaborative discussion **based on the identified needs and focus of the teacher**. At the end of the meeting, the CST *Initial Action Plan* is created; ultimately, the Teacher decides which interventions will be implemented. The Teacher is given all necessary documents and a Follow-up date with the CST (6-8 weeks) to discuss outcomes.

Implementation Phase

- The Teacher implements the CST *Initial Action Plan* and documents the student's response for the recommended period of time. During this phase, the Liaison is available to collaborate with the Teacher as the teacher requests.
- One week prior to the Follow-up, the Liaison and Teacher meet to discuss and analyze the outcomes of the *Initial Action Plan*. Together they electronically complete the *Action Plan Implementation* section found in the *Child Study Team Report* to prepare for the Follow-up Meeting.
- At the Follow-up, the Teacher shares outcomes with the group. If the student is making desired progress, the Teacher will continue implementing effective strategies and the process is complete. If desired progress is not being made, the teacher will consult with the Liaison and/or the CST, depending on the length of the meeting, to determine next steps.

Process Checklist for the Teacher (use if helpful)

- ☐ Contact the CST Leader and request a Pre-conference with a CST Liaison.
- ☐ Prepare for the Pre-conference. Organize all classroom intervention documentation (the specific educational practices and strategies you implemented and monitored for student responses) and materials you have generated to date and reflect on the student's challenges and strengths. You may find the following Tools in Chapter 2D helpful:
 - ☐ *Student's Strengths and Challenges Checklist*
 - ☐ *Strategies/Interventions to Implement for a Struggling Student*
 - ☐ *Classroom- and Research-Based Strategies* (this resource outlines - in depth - specific strategies in the areas of Language, Writing, Mathematics and Behavior)
- ☐ Meet with the CST Member who has been designated as Liaison for this "case". It will be determined at this Pre-conference whether to proceed to CST.
- ☐ Meet with the CST Leader if proceeding to CST to:
 - ☐ Clarify your the needs & focus
 - ☐ Determine the appropriate process to guide the discussion at CST
- ☐ With the Leader, identify the documents/materials and student work that you will gather to bring to the meeting.
- ☐ Confirm with the Leader the date and time of the CST meeting at which you will present.
- ☐ One week prior to the CST Meeting, gather the documents/materials and student work that you will bring to the Meeting.
- ☐ Attend the CST Meeting.
 - ☐ Collaborate in the writing of the *Initial Action Plan* found in the *Child Study Team Report*.
 - ☐ Confirm a Follow-up date.
- ☐ Implement the CST *Initial Action Plan* found in the *Child Study Team Report*.
- ☐ Prepare for the Follow-up meeting. With the Liaison, analyze the outcomes of the *Initial Action Plan* and electronically complete the *Action Plan Implementation* section found in the *Child Study Team Report*.
- ☐ Attend the Follow-up and collaborate in determining next steps.

B. 5. CST Process: Member's/Liaison's Guide and Checklist*

*When reading this Guide, refer to the diagram on page 9-10: *The Child Study Team (CST) Process*

Process Overview

Pre-CST Meeting

- *Liaison* is a rotational role among the general members of the CST. The CST Leader assigns a new “case” to one Member who is then designated the Liaison between the individual Teacher and the Child Study Team through the entire process. This partnership is intended to help the presenting teacher feel supported and comfortable while the Liaison guides the process. The Liaison first meets with the Teacher for a pre-conference. They discuss the Teacher’s concerns, strategies that have been taken to date and their outcomes (see Chapter 2D: *Classroom- and Researched-based Strategies*), collect information, determine the Teacher’s needs and focus, and collaboratively complete the Pre-Conference Form (see Chapter 2C). At this point it will be determined if the process proceeds to the CST or remains in the general classroom while the Teacher tries different strategies or consults with others. For instance, during the pre-conference discussion, relevant information and/or ideas may surface that the teacher hadn’t previously considered or led the Teacher to think differently about the student. If the Teacher decides to take further action in the classroom, the process stops and the Liaison gives the Pre-conference Form/s to the CST Leader to file for future reference if/when needed.
- When the Liaison and Teacher decide to proceed to CST, the Liaison contacts the Leader who then meets with the Teacher and assigns a date for the Teacher to attend the CST. In addition, the leader and teacher will further clarify the teacher’s needs and desires and will determine an appropriate structure for a collaborative discussion at the CST, for example, if a CST uses protocols, the matching is done at this time.

The CST Meeting

- Members of the Child Study Team, including the Liaison for each individual case, engage in a collaborative discussion **based on the identified needs and focus of the Teacher**. The structure for this discussion is pre-determined by the Teacher and Leader during the preparation phase of the process and is facilitated by a Member of the Team. At the end of the meeting, the Liaison collaborates with the Teacher on writing the *Initial Action Plan* found in the *Child Study Team Report*; ultimately, it is the Teacher who decides which interventions will be implemented. Depending on the length of the meeting, this process can also be done collaboratively with the entire CST.

Implementation Phase

- During the *Initial Action Plan* implementation phase, the Liaison functions as a resource for and collaborator with the Teacher, available as the teacher requests.
- One week prior to the Follow-up, the Liaison and Teacher meet to discuss and analyze the outcomes of the *Initial Action Plan*. Together they electronically complete the *Action Plan Implementation* section found in the *Child Study Team Report* to prepare for the Follow-up Meeting.
- If, at the Follow-up Meeting, desired progress is not being made, the Teacher and Liaison determine next steps. Again, depending on the length of the meeting, this process can also be done collaboratively with the entire CST.

Process Checklist for the Liaison (use if helpful)

- ☐ Contact the Teacher who is requesting to bring a student to CST and arrange a meeting for a Pre-conference, usually lasting between 30 and 45 minutes.
NOTES:

- ☐ Prepare for the Pre-conference by creating a student folder and selecting documents to guide the Pre-conference discussion. In addition to the **Pre-Conference Form: Presenting a Student at CST**, you may choose from any of the following tools that you think would help to gain a better understanding of the Student. (The Teacher may have already accessed these. If so, be sure to include them in the discussion and attach them in the student's the file.)

- ☐ *Student's Strengths and Challenges Checklist*
- ☐ *Strategies/Interventions to Implement for a Struggling Student*
- ☐ *Classroom- and Research-Based Strategies* (this resource outlines - in depth - specific strategies in the areas of Language, Writing, Mathematics and Behavior)

NOTES:

- ☐ Meet with the teacher in her/his classroom for a Pre-conference.
- ☐ Confirm with the CST Leader that the case will be proceeding to CST or closing, and give folder to Leader. If closing, stop here and include this checklist. If continuing to CST, proceed with this checklist.
- ☐ Collaborate in the writing of The CST *Initial Action Plan* found in the *Child Study Team Report*.
- ☐ During the Implementation Phase, be available to meet with the teacher as she requests. As/if you meet, you may document the dates here:

- ☐ Prepare for the Follow-up meeting. With the Teacher, analyze the outcomes of the *Initial Action Plan* and electronically complete the *Action Plan Implementation* section found in the *Child Study Team Report*.
- ☐ At the Follow-up, collaborate in determining next steps depending on whether or not student is making desired progress.

NOTES:

B. 6. CST Process: Leader's Guide and Checklist*

*When reading this Guide, refer to the diagram on page 9-10: *The Child Study Team (CST) Process*

Process Overview

General Classroom

- A Teacher emails the CST Leader to request a Pre-conference with a CST Liaison; this initiates the Child Study Team Process.

Pre-CST Meeting

- The CST Leader assigns a *Liaison* (a rotational role among the general members of the CST) to the “case” who meets with the Teacher for a pre-conference. See *The CST Process: A Members/ Liaison's Guide* for further discussion about this pre-conference.
- When the Liaison and Teacher decide to proceed to CST, the Liaison contacts the Leader who then meets with the Teacher to clarify the Teacher's focus/needs and determines the appropriate process to guide the discussion during the Meeting (See Appendix: *Facilitating a CST Meeting*). They will also identify documents and materials the Teacher will prepare and/or gather, including student work samples (see document: *Preparing for CST*, item #7). The Leader confirms the date and time of the meeting at which the Teacher will present the student to the CST.

The CST Meeting

- The recommended structure for Child Study Teams is composed of three discrete sections: **the Follow-up** (for a Teacher who has previously consulted with the CST); **the Presenting Teacher** (consultation of a new “case”); and **the Wrap-up** (writing the *Initial Action Plan*, found in the *Child Study Team Report*, establishing plans for monitoring the implementation of strategies and collecting data regarding the student's responses to these interventions, and assigning a Follow-up date [6-8 weeks]). Below is a table that presents the structure in three different configurations given that time constraints may not allow for a contiguous 90-minute block.

CST Meeting Components & Suggested Time Frames (meetings should not be less than 50 minutes)	Suggested lengths of meetings in minutes		
	90	65	60
Follow-Up from 6 weeks prior (15 minutes) <ul style="list-style-type: none">• Summary of results• Close case or decide next steps	15	Outside the Meeting w/ Teacher, Liaison, and/or Leader	Outside the Meeting w/ Teacher, Liaison, and/or Leader
Presenting Teacher (PT) w/ new case (50-60 minutes) <ul style="list-style-type: none">• Process is pre-determined by the CST Leader and the Teacher in the pre-conference• Debriefing of the process	60	50	60

Wrap-Up (15 minutes) <ul style="list-style-type: none"> Develop the CST <i>Initial Action Plan</i> found in the <i>Child Study Team Report</i> Put PT on calendar for a follow-up (6-weeks) 	15	15	Outside the Meeting w/ Teacher, Liaison, and/or Leader
--	----	----	--

- The Teacher presents the student and the group engages in a collaborative discussion **based on the identified needs and focus of the Teacher**. At the end of the meeting, a CST *Initial Action Plan* (found in *Child Study Team Report*) is written; ultimately, the Teacher decides which interventions will be implemented. The Teacher is given all necessary documents and a Follow-up date with the CST (6-8 weeks) to discuss outcomes. During the implementation phase, the Liaison is available to collaborate with the Teacher as the teacher requests.
- When the Wrap-up is “outside” the Meeting block, the process (see above) is held among the Teacher, Liaison and/or Leader at a mutually agreed upon meeting within 5 working days.

The Follow-Up

- One week prior to the Follow-up, the Liaison and Teacher meet to discuss and analyze the outcomes of the *Initial Action Plan*. Together they electronically complete the *Action Plan Implementation* section found in the *Child Study Team Report* to prepare for the Follow-up Meeting.
- At the Follow-up, the Teacher shares outcomes with the group. If the student is making desired progress, the Teacher will continue implementing effective strategies and the process is complete. If desired progress is not being made, the teacher will consult with the Liaison and/or CST to determine next steps.
- When the Follow-up is “outside” the Meeting block, the process (see above) is held among the Teacher, Liaison and/or Leader at a mutually agreed upon meeting at the end of the implementation phase.
- When it is determined that the process is complete the Leader “closes out the file” by:
 - Completing the *Child Study Team Report* and sending it to Tall Hall. This is to collect data in order to evaluate and improve this town-wide initiative.
 - Ensuring that hard copies of all documents that were generated during the process are intact and in the student’s folder.
 - Recording selected data into a school-based X2 document in order that Teachers in their respective schools have access to it, such as to determine if a student has been previously presented at CST and the outcomes.
 - Placing the file into a locked, centrally located CST cabinet, alphabetically by student last name.

Process Checklist for the Leader (use if helpful)

- ☐ Arrange a date & time to meet with the Teacher. (After a CST Liaison confirms that a Teacher will bring a student to CST and gives you the folder of Pre-conference documents.)
- ☐ Prepare for the meeting by reading and reflecting on the documents in the folder.
- ☐ Meet with the Teacher in her/his classroom, using the form, **Leader/Teacher Conference Form: Preparing for CST** to guide the discussion in order to:
 - ☐ Clarify the needs & focus of the Teacher
 - ☐ Choose the appropriate process to guide the discussion at CST
- ☐ Review the documents/materials and student work that the Teacher will gather to bring to the meeting (see #7, **Preparing for CST: Leader/Teacher Conference Form**).
- ☐ Confirm with the Teacher the date and time of the CST meeting at which s/he will present.
- ☐ One week prior to the CST Meeting, send out confirmations/reminders to all CST Members and Teachers who are Following-up and Presenting.
- ☐ Designate the facilitator (among yourself and CST Members) for the discussion of the meeting.
- ☐ Three days prior, make multiple copies of relevant documents that will be needed during the CST, such as a protocol and student work samples (check-in with the Presenting Teacher).
- ☐ CST Meeting
 - ☐ Collaborate in the writing of *The CST Action Plan/Data Collection Strategies*.
 - ☐ Assign a Follow-up date
- ☐ At the Follow-up, collaborate in determining next steps depending on whether or not student is making desired progress.
- ☐ Close out the student's file (see *The CST Process: A Leader's Guide*, "The Follow-up", bullet #3).

NOTES:

C. CST Forms and Documentation

1. Pre-Conference Form

Name of Form: Public School of Brookline: Pre-Conference Form: Presenting a Student at CST

Purposes: To guide a discussion about a student between the Teacher and Liaison during a Pre-conference; To document strategies that a teacher has implemented and have not produced desired outcomes; To provide background information to members on the Child Study Team; It clarifies a Teacher's needs/focus when the CST Leader is planning for the discussion at CST

When to complete and by whom: During the pre-conference by the Liaison and Teacher

CST Liaison: _____
Student: _____

Referring Teacher: _____
Pre-conference Date: _____

1. Check Presenting Concern(s):

_____ There is no single area of greatest concern
_____ Math – All Areas
_____ Math - Geometry
_____ Math – Number Sense and Operations
_____ Math – Patterns, Relationships, and Algebra
_____ Writing
_____ Executive Functioning
_____ Unknown

_____ Language Decoding (Reading)
_____ Language Comprehension (Reading)
_____ Language - Communication
_____ Behavior - Challenging/Destructive
_____ Behavior – Social/Emotional
_____ Behavior – Other - i.e., Disengaged
_____ Other*

* _____

2. What strategies have been implemented in the classroom by the classroom teacher?

_____ Student Checklist
_____ Behavior Contract/Chart
_____ Modify Curriculum
_____ Talk with Parent
_____ Talk with Student
_____ Talk with Counselor

_____ Special Privileges
_____ Special Furniture
_____ Modify Homework
_____ Loss of Privileges
_____ Seating Change
_____ Other:

_____ Other:
_____ Other:
_____ Other:
_____ Other:

The Teacher may have already used/prepared some of the tools below. Choose from any of these found in the Appendix (and attach), if you find them helpful at this point.

- ☐ Any from the lists headed, *Classroom- and Research-Based Strategies* (Reading, Writing, Mathematics, and Behavior)
- ☐ *Student's strengths and Challenges Checklist*
- ☐ *Strategies/Interventions to Implement for a Struggling Student*

3. Has the classroom teacher utilized any of the services below? (Formally and/or informally)

Role of Personnel/Type of Intervention	Reason	Type of Support	How Often?	Ongoing? Y/N
Literacy Specialist				
Math Specialist				
ELL Specialist				
Guidance Counselor				
S&L Specialist				
Occupational Therapist				
504				
School Action Plan				
School Accommodation Plan				
A.P.E.				
Learning Center/IEP				
Other:				

Briefly outline consultation outcomes/details from those applicable above; all professionals who currently provide services to the student should be consulted and made aware that the CST process has been initiated.

What question/s do you want answered regarding this student?

- a. _____

- b. _____

- c. _____

5. When completed, give this and all other documents to the Leader who will contact the teacher and arrange a meeting with the teacher to prepare for presenting at CST.

C. CST Forms and Documentation

2. Preparing for CST: Leader/Teacher Conference Form

Name of Form: Public School of Brookline: **Leader/Teacher Conference Form: Preparing for CST**

Purposes: To guide a discussion between the Teacher and Leader in order to prepare for CST; To clarify a Teacher's needs/focus: To determine the most effective structure for the CST discussion; To determine identify the documents and materials the Teacher will prepare and/or gather to bring to the CST Meeting.

When to complete and by whom: after the Pre-conference (with Liaison), between the Leader and Teacher and in conjunction with the Pre-conference Form/s.

CST Liaison: _____
Student: _____

Presenting Teacher: _____
Conference Date: _____

1. Review the issues with the Teacher (#1 on Pre-Conference Form)

NOTES:

2. Review the strategies attempted and supports used (#2&3 on Pre-Conference Form).

NOTES:

3. Review questions (#4 on Pre-Conference Form).

NOTES:

4. Clarify/Identify Teacher's Needs and Focus:

Write as STATEMENT(S)/QUESTION(S):

5. Determine best process/protocol to match with the Teacher's needs and focus.

NOTES:

6. Review process/protocol with teacher.

NOTES:

7. Identify from the list below all relevant materials the Teacher will organize/gather and bring to the CST Meeting, such as student work samples, reports, data, and anything else that will help the team better understand the student:

- ☐ Student work samples
- ☐ DRA/QRI scores and any other reading assessments
- ☐ Literacy/writing assessments (formal/informal and/or curriculum based)
- ☐ Math assessments (formal/informal and/or curriculum based)
- ☐ Literacy and/or Math Folder(s)
- ☐ Video observations/ Images of student
- ☐ MCAS data
- ☐ Pre-conference form(s):

- ☐ Other:

8. Confirm with Teacher the date and time the Teacher will present at the CST.

D. Tools for Teachers When Working with a Struggling Student

1. Strategies/Interventions

Public Schools of Brookline Tool:

Strategies/Interventions to Implement for a Struggling Student

Student's Name _____ Teacher: _____ Date: _____

This form is intended to provide a structured approach to supporting a student who is experiencing difficulty in the classroom. Use additional paper as needed. Select from the menu below and once you have completed a step, DOCUMENT your findings in the spaces. Classroom teachers may complete this form independently or in collaboration with a peer, such as a colleague who is in their grade level, the CST or CFG.

- ☐ **CONSULT** with your student, his or her parents, and other professionals who work with and/or know your student.

Goal: To determine the student's level of awareness of the issue, to see if it is also present at home or in other settings, to gather a history of the student, and to determine what strategies have been used in the past.

Key Findings:

- ☐ **CONSIDER** your student's cultural and linguistic background.

Goal: To determine if a student's limited familiarity with our country and language may be interfering with the student's success at school and to investigate the typical developmental stages of ELL learners.

Key Findings:

- ☐ **REVIEW** your student's cumulative folder (in the main office), literacy & math folders (in your classroom), and guidance folder (if applicable, in the guidance office).

Goal: Gather a history of your student's learning and behavior strengths and areas of need.

Key Findings:

- ☐ **OBSERVE** your student in multiple environments.

Goal: Make note of where the issue is present or not, and the frequency and intensity of the issue in different settings.

Key Findings:

- ☐ **ASSESS** your student's progress in all curriculum areas, including specials.
Goal: To determine if a common academic demand exacerbates or lessens the issue.
Key Findings:

- ☐ **REVIEW** your student's work habits.
Goal: Determine the role of organizational and study habits in maintaining the issue.
Key Findings:

- ☐ **IDENTIFY** your student's learning STRENGTHS, AFFINITIES, and AREAS OF NEED.
Goal: To use your student's strengths and affinities to support areas of need.
Key Findings:

- ☐ If applicable, **PRESENT** your student at your monthly CFG.
Goal: To collaborate with colleagues in thinking about and managing the issue.
Key findings:

- ☐ **CHOOSE** and **IMPLEMENT** instructional/behavioral strategies. Continue using these strategies for four to six weeks. DOCUMENT progress and results.

Strategy	Date Implemented	Key Findings

D. 2. Student's Strengths and Challenges Checklist

Public Schools of Brookline Tool - *Student's Strengths and Challenges Checklist*

Student _____ Class _____

Attention	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Is focused & alert during whole group activities					
Initiates work independently					
Completes work independently					
Sits still for an appropriate length of time					
Performs consistently					
Is able to distinguish between important/unimportant information					
Connects new information w/ previous experiences					
Can focus on low interest tasks					
Plans responses, anticipates outcomes					
Self-monitors work					
Self-monitors behavior					
Works at appropriate speed					
Transitions well					
Higher Order Cognition	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Uses effective problem solving strategies					
Can demonstrate ideas nonverbally					
Understands/generates appropriate humor					
Takes ideas and expands them					
Uses imagination to develop ideas					
Language Expressive/Receptive	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Expresses written ideas in complete sentences					
Speaks fluently w/ appropriate vocabulary					
Decodes connected text effectively					
Associates sounds w/ corresponding symbols					
Reads individual words					
Comprehends what s/he reads					
Understands directions					

Neuromotor	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Coordinated large muscle movement					
Drawing is age appropriate					
Handles manipulatives					
Demonstrates appropriate fine motor abilities (cutting, typing, etc.)					
Uses correct pencil grip					
Handwriting is legible; letters are well formed					
Sustains handwriting tasks w/o stress					
Spatial Ordering	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Can recognize basic shapes					
Can organize & arrange print on page					
Keeps belongings, supplies, resources organized					
Temporal-Sequential Ordering	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Follows sequence of steps & routines					
Manages time appropriately					
Social Cognition	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Gets along well w/ peers in structures situations					
Gets along well w/ peers in unstructured situations					
Speaks appropriately @ appropriate times					
Is able to self advocate					
Can resolve conflicts w/ peers					
Behaves appropriately to the situation					
Is sensitive to the needs/feelings of others					
Memory	Excelling	Meeting Expectations	Struggling	Inconsistent	N/A
Retains new information					
Copies from board or text					
Can manage multi-component tasks					
Remembers facts					
Remembers patterns					
Remembers routines					

Do you have any behavioral concerns? (circle one)	yes	no
---	-----	----