

Three-Step Process for Student Success: See, Think, Do



We strive to know students excellently through careful observation, gathering of information, and identification of themes to develop a comprehensive action plan.

Step #1: What do we see?



Observe

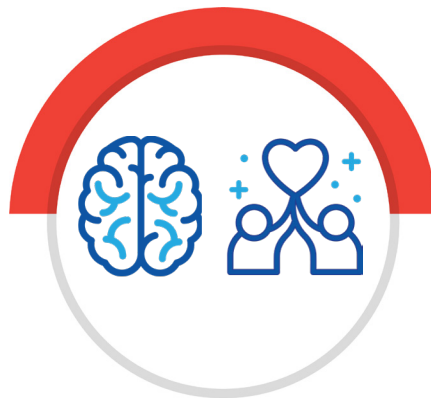
What are we seeing?

- ◆ Collect unbiased description of the student through careful **observation**.

How are we going to do it?

- ◆ Utilize observable language
- ◆ Withhold judgment and interpretation
- ◆ Gather insight from the student, teachers, parents/caregivers
- ◆ Record observations in the four areas of student functioning:
 - ◆ Academics
 - ◆ Behavior(s)
 - ◆ Getting along with others
 - ◆ Feelings about self, others, school, and home

Step #2: What do we think?



Interpret

What are we thinking?

- ◆ Develop an accurate **interpretation**/hypothesis of the student (from what is seen in Step #1)

How are we going to do it?

- ◆ Analyze using the eight Neurodevelopmental “Mind” systems and five Social-Emotional “Heart” competencies
- ◆ Gather additional information that was not readily observed
- ◆ Look for recurring themes and patterns
- ◆ Consolidate information to develop a profile of strengths and challenges

Step #3: What do we do?



Act

What are we doing?

- ◆ Prepare a plan of **action** based on the student’s learner profile (developed in Step #2)

How are we going to do it?

- ◆ Share information by meeting with the parents/caregivers, teachers, and the student
- ◆ Engage students by demystifying their learning profile of strengths and challenges
- ◆ Collaboratively identify:
 - ◆ Student strategies: responsibilities, choice(s), habits
 - ◆ Others strategies: curriculum, support, opportunities, structure, mentoring
 - ◆ Environmental strategies: use of time, space, rate, technology, structure