

# PROSPECTION MENU FOR TEAMS

## APPENDIX F

*Prospecting for G.O.L.D.*

**Before you start:** Remember that this exercise is an exercise in imagination and prospection. This exercise is all about creating thoughts and even “visions” for you, your team, and the students with whom you work. As you and your team engage in this exercise, do your best to get comfortable and calm. This is not a great exercise to do when people are stressed-out or rushed. Create a space to imagine.

### **G Is for “Greatest Wish.”**

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Think about the next 10 school days.\* What is your team’s greatest wish that you would like to fulfill and that you also think you could fulfill during this time frame? Fulfilling your wish should be challenging for you, but you should also feel that it is possible for you.

If you have several wishes, select the one that is most important to the team. The wish can be about your team, the student, a new strategy, safety, or anything else that is important to you. Identify this “greatest wish” and summarize it in three-to-six words and keep it in the front of your mind as a team.

Our Greatest Wish (in 3 to 6 Words):

\*You can also use another time frame (e.g., 24 hours, 12 months, or no time frame).

### **O Is for “Outcome Planning.”**

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What would be the best outcome of fulfilling your greatest wish? How would you and your team define (then ultimately agree) when you’ve reached this outcome? Use these questions to guide your outcome planning:

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1. Where are we right now? What are our top priorities to address immediately?
2. Where do we want to be? What exactly do we want to see from our student and our team?
3. How will we know we've arrived? What concrete measures can we create to help us be accountable for our goals and outcomes?

List your outcome planning in the box:

Our Best Outcome (in 3–6 Words):

## L Is for “Landmines.”

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In this step, it is important to consult the team and really brainstorm about potential landmines or problems we'll run into. We've given you a head start with some of the most common landmines we've encountered over the years. Review ours and feel free to add your own as well.

Most Common Landmines in Behavioral Programming:

- *Failure to identify and implement an emergency procedure to keep staff and students safe.* Too often we jump right to “implementation of the plan” and forget to take care of each other. In Appendix E, you'll find a template for an emergency procedure designed to keep faculty and staff safe until we see major improvements from the behavior plan.
- *Failure to train and practice in both emergency procedures and important steps to the behavior plan.* We understand time is limited for each of us; however, our kids won't improve their behavior until we improve ours. It's that straightforward.
- *Failure to establish a regular check-in for feedback and tweaking.* We have found that 2 weeks or 10 consecutive school days does the trick.
- *Failure to communicate to parents of peers affected by the behavior.* While we certainly don't share any personally identifiable information, it is critical we inform parents of peers affected by our student's behavior that we have safety/emergency plans, strategies, and a team of educators working to keep all students and staff safe all the time. In Appendix G, we have a form letter you can use as a template to be proactive about how you and your team communicate the steps you're taking.
- *Failure to deliver basic instructions to every team member about their role in the behavior plan.* Too often (due to the bureaucratic compliance machine of special education rules), our behavior plans become more about documentation than implementation. Of course, we need to document our plans in legally accountable ways. However, legalese and SPED-jargon are not helpful when it comes to us actually working with kids in dynamic situations. Appendix H is your very own team coordination table where you can assign the very specific who, what, why, where, and when of a behavior plan.
- *Failure to address team apprehensions, thoughts, and feelings prior to implementation.* We hope by this far into our approach, you can appreciate our endeavor is a human one. In order to respect the humans we work with, we must open the door to safe expression of thoughts and feelings. Appendix I is our “Hello There, Elephant” resource. (It's a “tongue-

in-cheek” reference about when we don’t discuss our thoughts and feelings, elephants can enter the room.)

What are some other potential landmines you and your team might face on your journey toward your greatest wish and outcomes? (Note your landmine in three to six words):

## D Is for “Do it!”

In this step, simply work as a team to make a list of action steps to execute your greatest wish and overcome the landmines. We recommend the following format for the “Do it!” stage:

<b>ACTION STEPS TOWARD OUTCOMES</b>	<b>SUPPORT WE NEED TO TAKE ACTION</b>
Use this section to list the steps you and your team will need to take to work toward your greatest wish.	Use this section to match what support you and your team need (if any) to best execute the steps.

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ACTION STEPS TOWARD OUTCOMES	SUPPORT WE NEED TO TAKE ACTION

Now, fill in the blanks:

If . . . [*list landmines*], then we will . . . [*list your actions to overcome landmines*].

Then, imagine once more: *If . . . [landmine], then we will [action].*

<p>Greatest Wish _____</p> <p>Outcomes _____</p> <p>Landmines _____</p> <p>Do It: If [landmine] then we will [action].</p>
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(Adapted from Gabriele Oettingen's [WOOP Kit](#), 2011).