

TEAM COORDINATION TABLE

APPENDIX H

This table is also included in our sample Behavior Intervention Plan template in Appendix E. However, it is a good idea to review this table in isolation as it may be the most convenient way to coordinate teams in association with a behavior plan. While we hope to infuse optimism into your team coordination, we don't want to miss the big picture of actually coordinating who does what, in what conditions, in what manner, and how frequently they should do it.

	TEACHING REPLACEMENT BEHAVIORS	PROVIDES A REINFORCEMENT SCHEDULE	PROVIDES CONSEQUENCES
Who?	Classroom Teacher Paraprofessional Special Education Teacher	Classroom Teacher Paraprofessional Special Education Teacher	Classroom Teacher Paraprofessional Special Education Teacher
In What Conditions?	In the GENED classroom. At recess. In the SPED classroom.	In the GENED classroom. At recess. In the SPED classroom.	In the GENED classroom. At recess. In the SPED classroom.
In What Manner?	Positive while building rapport.	Immediately. Frequently. With enthusiasm. Make eye contact. Describe the positive behavior.	Immediately and as consistently as possible. (Include references to consequences in the section below.)
What Will They Do Exactly?	List steps to teaching the replacement behavior and provide copies to everyone involved in the "Who" section.	List steps to the reinforcement schedule you have designed.	See consequence section below.
How Frequently Will They Do It?	Daily. May be multiple times during the day.	Daily, at a high frequency (minimum of 15-minute intervals).	Daily. May be multiple times during the day.
How Will 2-Way Feedback Occur?	2-week (10 school day) check-in debriefs with all team members.	2-week (10 school day) check-in debriefs with all team members.	2-week (10 school day) check-in debriefs with all team members.

One of our favorite examples of how this table was utilized came from an elementary school principal. All she did was review the table and then handed everyone at the BIP meeting an index card. On the index card was the following:

- Their name (the “who”)
- Where they were to work (the “conditions”)
- How to interact with the child (the “manner”)
- What replacement behaviors they were targeting to teach
- Specific steps to deliver the reinforcement schedule
- Specific steps to provide consequences for negative behavior

She delivered the cards to the team and said, “Okay! Be prepared to report in 10 days on your cards!” That was it! Simple! We’re sure you already know what the results were: Success! When everybody knows exactly “the when” and “the how” we almost always see immediate improvement.