

## *CAP Primer*

In addition to specific strategic analyses that support school improvement planning, the Collaborative Action Process (CAP) focuses a four-step solving process on directly helping staff consider the multiple “factors” that inhibit appropriate behavior and diminish learning and how to improve classroom behavior and enrich learning.

The infrastructure of CAP embed the concepts of **Professional Learning Communities** and **Response to Intervention** practices into grade level and building level strategic team problem solving structures. CAP emphasizes regular meetings of grade level teams that search for evidence of student learning. Additionally, building-level teams meet to discuss individual cases and school wide issues that present the grade-level teams with difficult-to-find solutions. School wide discipline manuals are developed that embrace a social skills foundation and developmentally and culturally responsive positive behavioral interventions.

The four problem solving steps are:

**Problem Identification** (during which the following are considered):

- What does the student know?
- What do we expect the student to know/do?
- When, where, and how are problems occurring?
- What is the student’s history of learning and behaving?

**Problem Analysis** (during which the following are considered):

- Why is this problem occurring?
  - Is it related to student factors?
  - Is it related to curricular/instructional factors?
  - Is it related to teacher, classroom or peer factors?
  - What is the contribution of the home and community?
  - What is maintaining the problem?

**Intervention Planning** (during which the following are considered):

- What is the expected behavioral or academic performance level?
- What strategies will address the reasons we found for the problem?
- What changes and supports need to be designed in what setting? By whom?
- What skills, knowledge and resources do we need to make the changes occur?
- What will we look for as criteria for success?

**Monitoring and Evaluation** (during which the following are considered):

- Is the plan being implemented as designed? Why? Why not?
- What are the challenges?
- Are we moving toward the criteria for success and seeing evidence of learning?
- What are our next steps? Do we have the correct problem identified? Did we find the most important reasons?

During “factor analysis” teaching teams thoroughly consider all classroom features when “looking for” how to improve teaching and learning.

Among others, the following are discussed:

- **Curricular and instructional factors** such as: student background knowledge; level of independence required to complete a task; developmental appropriateness of tasks; cultural relevance; instructional match and time on task; etc.
- **Teacher/teaching factors** such as: is instruction being differentiated; is there positive or negative feedback; does the teacher have essential classroom management skills; etc.
- **Student factors** such as: attention; learning style; mental health or psychiatric conditions; English language proficiency; etc.
- **Classroom/peer factors** such as: the structure of the classroom space; window placement; bullying and intimidation; etc.
- **Community/home factors** such as: exposure to violence or other trauma; family disruption; family support networks; etc.

Analyzing student problems this way allows for interventions to be planned and that are functionally connected the reasons why they are occurring.

### What is the “Value-Added” to each CAP school?

#### What You Give

- ◆ A commitment to exploring problems from a variety of perspectives
- ◆ Time for grade level problem solving teams to consult, reflect, and plan
- ◆ An openness to a collaborative approach to problem solving
- ◆ A willingness to engage in data collection and analysis as tools for understanding problems
- ◆ Your expertise and experience

#### What You Get

- ◆ Opportunities to collaborate with peers as part of a professional learning community
- ◆ Grade level teams empowered to use a proactive problem solving approach that addresses barriers to learning
- ◆ Practical strategies and early interventions to support student success
- ◆ Skills in teaming and collaboration
- ◆ Increased understanding of data collection and analysis
- ◆ Knowledge of how to gauge if your interventions are effective
- ◆ On-going training for school-based CAP facilitators
- ◆ Sharing of best practices among the growing network of CAP schools
- ◆ **IMPROVED OUTCOMES FOR STUDENTS!**