Appendix B

Life Domain Planning Protocol

Purpose: To Guide Development of Team Composition, Strength/Needs Profile

By Whom: Facilitator and family/youth during initial and ongoing conversations and team meetings to pursue information to be used in developing an action plan

Use: After/during initial conversations, use info gained by probes to summarize pages 1-3 of CTPF.

Why: To Prepare for Efficient/Effective Action Planning during Team Meetings

Family
- Describe family involvement/participation with school personnel
- Describe the communication between school and family
- Describe the family’s knowledge of school rules, expectations, and academic program
- Describe family values regarding education
- Describe the school’s awareness of family issues
- What is the parents’ awareness of school persons to contact regarding academics, discipline, medical, and extracurricular activities?
- What is the school’s awareness of family member(s) to contact regarding the student (who, when, where)?
- Discuss the school’s communication format regarding discipline, academics, extracurricular activities (home visits, telephone, letter)

Home
- Discuss whether or not the basic needs are met (shelter, food, supplies, field trip money, appropriate clothes for physical education, fashionable clothes, etc.)
- What mode of transportation is available (bus, cab, walk, weather factors, etc.)

Emotional/Psychological
- What is the student’s attitude towards school?
- What are the students’ feelings about teachers (staff)?
- How does the student feel about his/her academic potential?
- What is the student’s belief in his/her future potential?
- What is the student’s ability to filter others’ opinions?
- Discuss how the student accepts responsibility for self (behavior)
- What are the student’s hopes, dreams, and goals?
- How is the student showing maturity?
How is the student working towards independence?

What is the student's ability to make positive choices?

What opportunities are available to the student to make choices (academically, recreationally, and socially)?

What is the student's ability to resolve conflict positively? - Describe the methods.

What is the student's ability to identify/acknowledge a range of feelings?

What is the student's ability to seek positive support from him or herself and teachers?

What access does the student have for support to resolve conflict?

**Social/Recreation**

- Discuss whether or not the student has a self-selected positive peer group
- Describe the status of the student among his/her peers (leader or follower)
- Discuss the student's ability to act independently of peer group (can he/she entertain self? Is he/she aware of activities to do by oneself?)
- Discuss participation in school activities during school and outside of school
- Describe attendance in extracurricular activities
- Describe student's access to transportation support for extracurricular activities
- Discuss leadership opportunities in extracurricular activities
- Discuss student's access to activities at school relevant to cultural factors (race, gender, age group)
- Describe best friend(s)
- Describe peer group (who does student “hang out” with?)
- Describe parent involvement in student's activities
- How does the student get financial support for extracurricular activities?

**Educational**

- Describe student/teacher communication patterns
- What are the teachers' expectations for the student?
- How does the teacher feel about the students' academic potential?
- Describe student's typical day (whole or half day)
- Discuss student's usage of free time during the school day (morning, lunch time, after school), and behavior during transition times
- Discuss student's preparedness for class and readiness for school
- Discuss student's homework completion patterns
- Describe student's on-task behaviors and study habits
- Discuss student's preferred style of learning (hands-on or pencil paper) and preferred learning environment
- Discuss teachers' preferred style of teaching
- Discuss students' grades
Discuss knowledge and usage of, or access to, school academic support services
Discuss student's favorite subject/school person

Vocational
- Describe student's general understanding of graduation requirements, academic credits, etc.
- Discuss student's participation in course selection
- Discuss community work experience opportunities
- Discuss student's vocational options
- Discuss student's opportunities to learn about careers
- Discuss student's work experience opportunities through school
- Discuss awareness of vocational strengths

Safety/Crisis
- Student's ability to seek appropriate assistance when in trouble/need
- Student's awareness of violence/risk factors specific to the building (avoiding gangs, students who get in trouble, drugs/alcohol abuse, weapons)
- School's awareness of contact person relevant to the student
- Student's understanding of the proper policy and procedures when seeking help
- School's development of specific policies and procedures regarding crisis/safety issues
- School personnel's awareness of intervention strategies for specific students
- Implementation of team crisis plan

Cultural/Spiritual
- Describe activities and resources relevant to cultural/spiritual beliefs
- Discuss staff awareness of cultural/spiritual conflict potential and resolution strategies Describe how school exhibits positive reflection of cultural/spiritual belief thorough curriculum, teaching styles, building artifacts, holiday celebration, field trips, community awareness
- Describe student's ability to identify a person in school that is culturally sensitive to his/her needs (academic, emotional, family, etc.)
- Describe how school personnel are skilled in cultural diversity
- Describe cultural competency opportunities available to school personnel
- Describe cultural competency opportunities available to students/families
Medical
➢ Describe student’s medical status regarding the following:

- Immunizations
- Physical examinations for registration and sports
- Medical contact person in case of emergency
- Physical accessibility
- Medicine at school
- Permission to administer medication
- Instructions to administer medicine
  - Medication supply and refill procedures
  - Eyeglasses
  - Dental care and examination

Legal
➢ Discuss student/family’s awareness of school rules and policy regarding attendance, behavior (fighting), substance abuse and weapons
➢ Discuss access to legal education advocate
➢ Discuss access to knowledge of surrogate parent
➢ Discuss awareness of appeal process
➢ Discuss access to documentation