

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

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- Discuss knowledge and usage of, or access to, school academic support services
 - Describe 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 thorough 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