













## Training Plan Template

Provide implementers with foundational information—the why, the what, and the beginning of the how

	<b>Assurances—training must be:</b> <ul style="list-style-type: none"><li>● Required for all staff <i>before</i> they are expected to implement</li><li>● Provided with intentional ongoing support afterwards</li><li>● Provided by individuals with a clear understanding of the practice being trained and are effective trainers for adult instruction</li></ul>
	<b>Feature of tier 2 intervention addressed:</b> Increase in Teaching with Opportunities to Practice <b>Specific skill addressed (note related skills that may need to be taught after mastery):</b> Prompting within CICO
	<b>Training date(s):</b> August 26, 9-10 a.m.
	<b>Long term goal:</b> Staff implement CICO with fidelity to reduce the need for more intensive interventions
	<b>Objective(s):</b> <ul style="list-style-type: none"><li>● Understand how to connect prompts for specific behaviors to school-wide expectations</li><li>● Understand different types of culturally responsive prompts: auditory, visual, verbal</li><li>● Know when to provide prompts</li></ul>
	<b>Outcome(s):</b> <ul style="list-style-type: none"><li>● Create auditory, visual, and verbal prompts that are connected to school-wide expectations and culturally responsive</li><li>● Identify times in which prompts would be most effective</li></ul>
	<b>Training content to include:</b> <ul style="list-style-type: none"><li>● What is prompting, ways to provide it, and why is it important</li><li>● Prompting within CICO is an extension of what staff already provide at the universal level</li></ul>
	<b>How staff will practice during training session(s):</b> <ul style="list-style-type: none"><li>● Scenario with role-play</li><li>● Develop a prompt to use the following day</li></ul>
	<b>How staff will be provided feedback during training session(s):</b> <ul style="list-style-type: none"><li>● Trainer(s) will circulate during role-play and provide feedback (missed opportunities and connections made) on types of prompts used and links to school-wide expectations</li><li>● Example prompts shared out with trainer(s) providing feedback</li></ul>
	<b>Pre/post data to measure effectiveness of training:</b> <ul style="list-style-type: none"><li>● Pre/post question asked before and after training</li><li>● Review of types of prompts shared (What type are they? Are they connected to universal expectations?)</li></ul>
	<b>Data to inform support needed after training:</b> <ul style="list-style-type: none"><li>● Observation data (frequency, types of prompts, when used, and links to school-wide expectations)</li></ul>
	<b>Ongoing Support:</b> <ul style="list-style-type: none"><li>● Review teaching video during PLC in grade-level teams</li></ul>



Assurances



Professional Learning Plan



Data processes

