A PRACTICAL RESOURCE FOR CLASSROOM TEACHERS

# Three steps for the next hard moment

A short worksheet to prepare for one recurring classroom moment, describe what you observe, and coordinate a useful next step with your team.

| 1 Prepare | 2 Describe | 3 Coordinate |
|---|---|---|

STEP 1 | BEFORE STUDENTS ARRIVE

## Prepare for one recurring moment

Start with the student's current IEP, 504 plan, behavior or safety plan, accommodations, and school procedures. Choose one point in the day that tends to be difficult.

**Student or initials / date**

**Recurring moment (task, transition, or time of day)**

**Support already in place that I should check or prepare**

**Who should I contact if I have a question?**

STEP 2 | DURING OR AFTER THE MOMENT

## Describe what happened without guessing why

Specific notes help the team compare patterns. Record what you can see and hear; avoid labels or conclusions about intent.

| Before<br>What was happening just before? | Observed<br>What did the student do or say? |
|---|---|
| | |
| Adult response<br>What support was offered? | What happened next?<br>What did the student do next? |
| | |

STEP 3 | WITH YOUR TEAM

# Agree on one useful next move

Bring neutral notes to the case manager, special education team, or administrator responsible for the student's supports. Agree together on one next step.

**What pattern or question do I want the team to review?**

**Which agreed support or accommodation may need checking?**

**What one next step did we agree to try, and who will do it?**

**When will we check in on what we observe?**

> Safety comes first. If a student leaves the supervised area, pushes furniture, or anyone may be unsafe, follow the student's established safety response and school/district procedures and contact designated staff. Do not use this worksheet to create or replace a safety plan.

A good next step is one your team can explain, carry out consistently, and revisit using what you observe.

**Notes for our follow-up**

This worksheet supports preparation and team communication. It does not replace an IEP, 504 plan, behavior or safety plan, district procedures, or trained staff support.