

SNOW

The SNOW (Strengths, Needs, Opportunities, Worries) Process is a fun and meaningful way to help guide planning. The process can be used with individual students or with a school wide initiative.

Activity Overview

Phase I – In School Teams Complete SNOW Charts (30 minutes)

Suggestions for this Phase: Identify a facilitator, time keeper, recorder, and engager. The facilitator will ask the questions and move the team through the activity. The time keeper will keep everyone aware of the time to ensure the activity is completed in a timely manner, the recorder will record all information on a chart using the suggested format (see below), and the engager will make sure everyone stays connected to the work and that everyone has a chance to contribute.

The first two categories should be considered with the full implementation of PBIS in mind.

Strengths: Have the members do a one minute quick write on all of the strengths your school can draw on as you implement PBIS. Discuss and record on chart.

Opportunities: Do a round robin listing out all of the opportunities that could be leveraged to support PBIS Implementation: (e.g., teachers with special training, student assistance team, active student leadership, strong parent group, other grant initiatives {MELMAC, GEAR UP, Literacy Project}, community supports). This can be important to help connect the initiatives and to use the momentum created by each to move forward in a coordinated and concerted manner.

The third and fourth categories should be completed specifically related to the team's next step(s). For example, implementing lesson plans.

Needs: Identify all of the stakeholders impacted by or involved in this next step and then brainstorm out what you see as the most important needs that will need to be addressed to successfully implement this step.

Worries: Ask each member to identify their worries in this phase of implementation – record the worries and then review to see if they can be restated into a need that may guide planning to circumvent this worry from becoming a reality.

Completing SNOW Template:

Use chart paper to create your SNOW Template. You can use a chart for each category, or put two categories on the same chart.

<p>Our School's:</p> <p>Strengths <i>Restorative Justice Training, all staff</i> <i>Professional Learning teams</i></p> <p>Opportunities <i>Literacy Project Grant</i> <i>Community partners (YWCA)</i> <i>Student participation in school improvement</i></p>

<p>Specific Next Step(s) <i>Implementing PBIS Lesson Plans</i></p> <p>Needs <i>Shared understanding of behavioral expectations</i> <i>Shared understanding of consequences</i></p> <p>Worries <i>Inconsistent implementation</i> <i>Staff won't see connections between</i></p>
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SNOW (con't.)

Phase II – Identify a time keeper, recorder, and facilitator (who are not on the presenting team) for each share out. The time keeper will keep time carefully to ensure all teams have time to share and receive feedback. The facilitator will ensure that the conversation flows and that as many ideas are shared as possible. The recorder will document ideas and suggestions for presenting team. Remember the conversations can continue after this exercise during lunch or throughout the day.

- Team 1 shares out SNOW - **5 Minutes**
Team 1 restates what they hope to accomplish as a next step(s) and then asks questions, garners ideas and suggestions from Teams 2 & 3
Team 2 and 3 will review the next step(s), needs, and worries and offer ideas and activities to support successful implementation. - **10 minutes**
- Team 2 shares out SNOW - **5 Minutes**
Team 2 asks questions and garners ideas and suggestions from Teams 1 & 3
Team 1 and 3 will review the next step(s), needs, and worries and offer ideas and activities to support successful implementation. - **10 minutes**
- Team 3 shares out SNOW - **5 Minutes**
Team 3 asks questions and garners ideas and suggestions from Teams 1 & 2
Team 1 and 2 will review the next step(s), needs, and worries and offer ideas and activities to support successful implementation. - **10 minutes**