



Building Behavior Planning Systems for Tier 2 and 3 Supports and Interventions

Gina Dusenbury

Southern Oregon Head Start, Education Manager

Kelly Carter

Early Childhood Services/SOESD

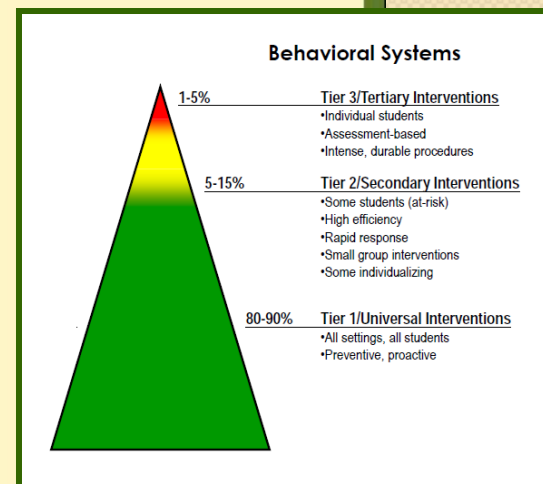
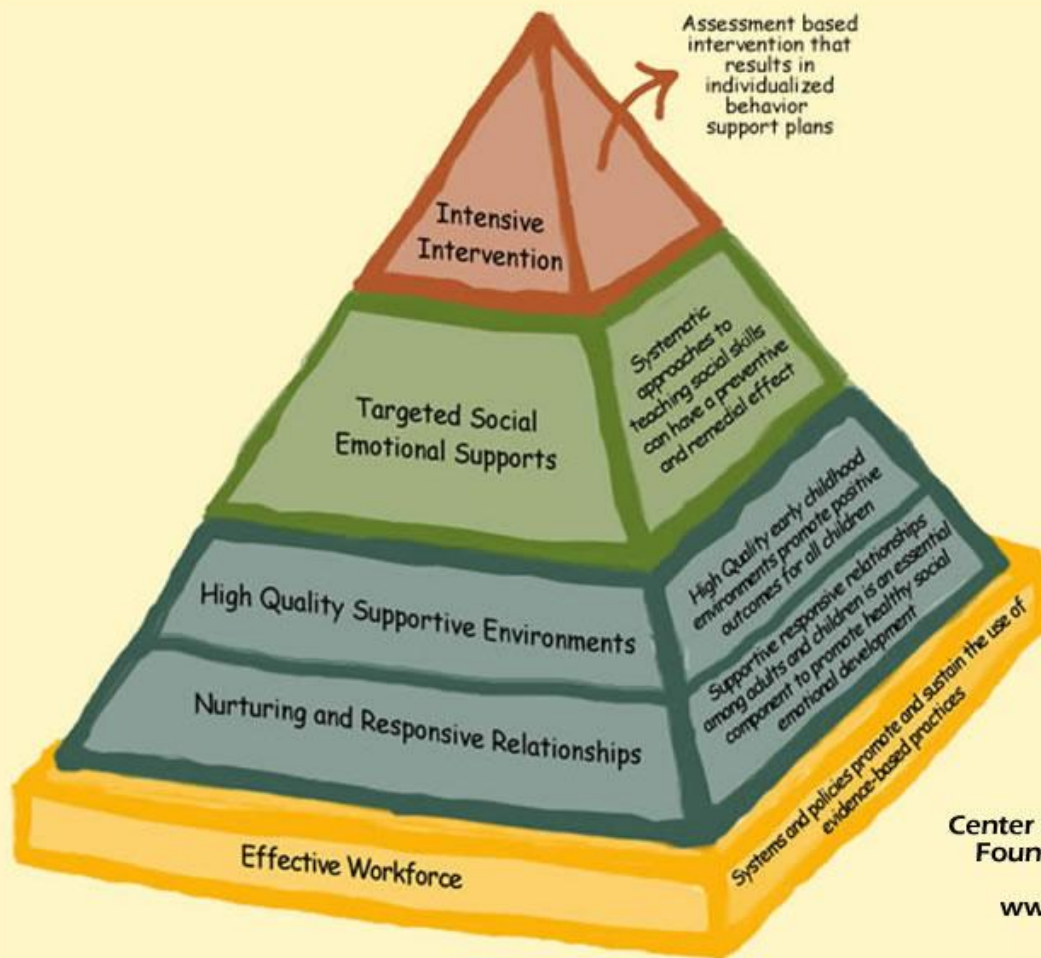
Behavior & Mental Health Consultant

Agenda

- Define the components of a behavior planning system
- Provide an example of a system developed for an ECSE program
- Provide an example of a system developed for a Head Start program

Pyramid Model

for Promoting the **Social and Emotional** Development of Infants and Young Children

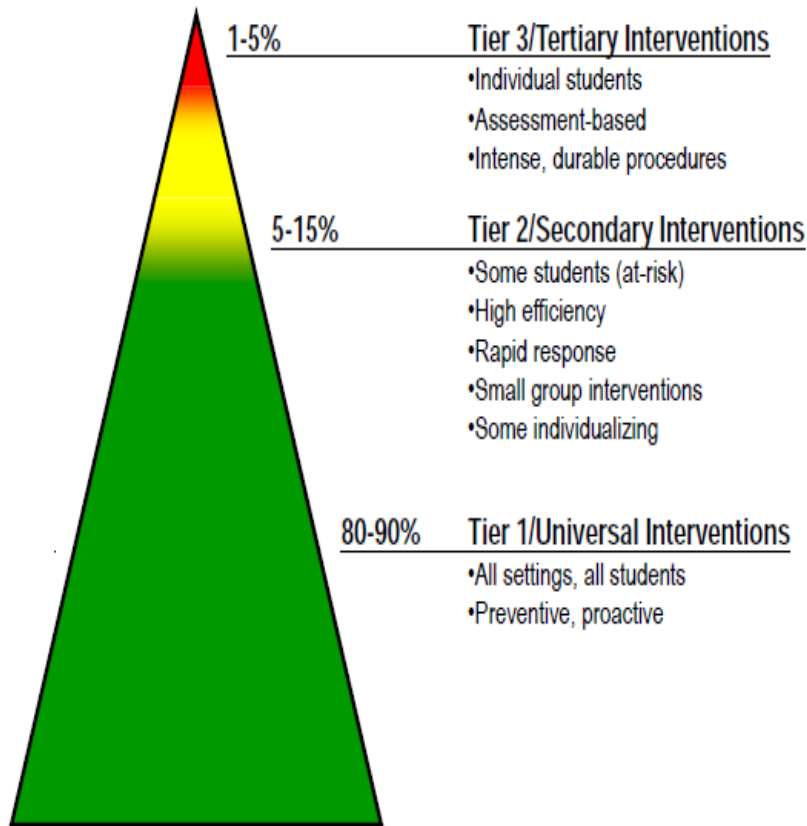


Center on the Social and Emotional Foundations for Early Learning

www.vanderbilt.edu/csefel

TIER 2 & 3: the Yellow and Red Zone

Behavioral Systems



Tier 2 – Yellow Zone

- Secondary Supports include prevention practices, modifications and adaptations and targeted strategies and supports for promoting the social emotional competence of children who are at risk for developing challenging behavior.

Tier 3 – Red zone

- Behavior Support Planning for children with behavior challenges of significant intensity or frequency, which persist despite the implementation of Tier 2 supports.

Tier 2: Systems for Yellow Zone Behavior Planning

- System for identifying children who need extra supports
- Behavior concerns are identified
- Family and other team members are consulted
- Specific supports are identified and documented
- System developed for implementing supports
- System for monitoring progress with data collection
- System for regular communication with family: phone calls, journal, email, meetings
- System for reviewing and revising the plan periodically

Tier 3: Systems for Red Zone Behavior Planning

- Behavior planning team includes family, teachers, service providers, mental health / behavior consultant, other staff as determined by program
- Conduct a formal Functional Behavioral Analysis: ABC, observations, interviews, hypothesis
- Written Behavior Support Plan including: replacement skills, prevention strategies, new responses
- Families are provided with information and support for implementing strategies that can be used at home.
- Plan shared with classroom staff and implemented in the classroom
- Progress is monitored and documented with data collection
- Regular communication with family: phone calls, journals, email, meetings
- Team reviews and revises plan periodically

Early Childhood Services

Josephine County EI/ECSE Program

- Developed behavior planning procedure for our program
 - Includes brief description of PBIS and universal supports
 - Specific procedures for Tier 2 supports and Tier 3 behavior planning
- Developed a specific process for identifying children who may need Tier 2 supports

Criteria for Identifying Children Needing Yellow Zone Interventions

Consider the Child's Behavior

Frequency of:

- Externalizing behaviors: aggression, hitting, throwing, spitting
- Internalizing behaviors: withdrawal, anxiousness

Quality of peer interactions:

- prefers to play alone
- frequent conflicts

Dysregulation:

- quick to react
- intense reactions
- long time to recover from upsets
- unusual sensory responses or needs

Attention issues:

- lack of engagement or focus
- wandering
- high activity levels

Consider needed levels of Staff Support

- Not responding to environmental supports
- Needs frequent redirection
- Needs monitoring to maintain own or other's safety
- Using tangible reinforcement or physical redirection

Consider Family Issues and Stressors

- Changes in family (death, divorce, parent in military, other losses)
- Moves
- Changes in childcare

Consider Child Specific needs

- Medication changes
- Sleep issues

Yellow Zone Identification Process

Identifying Children Needing Yellow Zone Interventions

Person completing _____

Date _____

Classroom (circle one) Red am Red pm Purple am

Schedule _____

Based on your observations of children so far, please indicate below the names of children about whom you have most concern related to behavior challenges/social emotional development. Who are the children you think may need additional support or attention beyond that which is available through the typical interactions and environmental adaptations of your classroom. For each child that you “nominate” circle the behaviors that are of greatest concern to you.

Child's Name _____

Behaviors of Concern :

Physical aggression	Verbal out bursts (scream, cry)	Impulsivity
Lack of engagement	Withdrawn/anxious	Separation difficulty
Lack of initiation with peers	Frequent conflict with peers	
Difficulty following routines	Emotional Regulation	
Other (describe) _____		

Child's Name _____

Behaviors of Concern :

Physical aggression	Verbal out bursts (scream, cry)	Impulsivity
Lack of engagement	Withdrawn/anxious	Separation difficulty
Lack of initiation with peers	Frequent conflict with peers	
Difficulty following routines	Emotional Regulation	
Other (describe) _____		

Tier 2 Planning Forms

Level 2 Behavior Supports planning form

- Completed by teacher or EI Specialist
- Checklist of supports
 - Concrete
 - Environmental
 - Sensory
 - Change in routine
 - Communication
 - Social
 - Instructional

Merrill: PKBS-2 **Preschool Kindergarten Behavior Rating Scale**

- Measures both Social Skills and Problem Behaviors
- Pre and Post measures completed to document child outcomes for program

Data Collection

- IFSP Goal Tracking Forms
- Tracking specific behaviors

Monitoring Progress

- Review at monthly goal meetings
- Revise plans as needed
- Recommendations for formal behavior support plan

Sample Data Collection Forms



**Southern Oregon
Education Service District**

Subscribe!
Be notified of news
& updates by email
[signup](#) | [manage settings](#)

www.soesd.k12.or.us

SOESD / Special Education / Early Childhood Services / PBIS

Forms and Tools

Sample Data Forms - Social Interactions Rating Scale; Duration; Circle Participation; Play Behavior; Peer Interaction; Take a Break Data Chart; Red Class Thermometer Check; Purple Class Thermometer Check; Individual Thermometer Check; Conducting a Time Sample; Functional Routines; Daily Data Grid Form; Observation-Time Sample; Level of Play

Tier 3: Behavior Support Planning Procedures

- Prepare written FBA and hypothesis based on data collected
- Schedule meeting to develop a behavior support plan
- **Invite family** *If the family cannot attend, the specialist can follow up to present plan and add strategies to be used in the home.*
- Invite team members and specialists involved
- After the meeting: present plan to classroom team and discuss implementation
- Monitor data collection and implementation of plan
- Review progress at monthly goal meetings
- Consult with family periodically on child's progress

Behavior Support Plan

Child's Name: _____ **Birthdate:** _____

Site: _____

Behavior Support Team: Include parents, teachers, service providers, and any other individuals relevant to the child, such as the bus driver, babysitter, etc.

Presenting Behavior: From a functional behavior assessment, including triggers, the challenging behavior, maintaining consequences, and the function of the behavior.

Prevention Strategies: Ways to make events and interactions that trigger challenging behavior easier for the child to manage.

Replacement Skills: New skills to teach throughout the day to replace the challenging behavior.

Response Strategies: What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned.

Safety Procedures: If needed, strategies to maintain safety of child, others, and property.

Data Procedures: What data will be collected and procedures for collecting data, including who will take data and how/when it will be evaluated.

Written by: _____ **Date:** _____

Additional Program Supports

- **Mental Health Consultation**
 - Procedures for obtaining parental permission for observation by mental health consultant
 - Referral procedure for requesting consultation
- **Physical Restraint Policy and Procedures**
 - All staff trained
 - Specific criteria for use
 - Parents are involved

Southern Oregon Head Start

- We saw the need for a uniform process instead of staff jumping to the conclusion that this is not the right place for this child
- Mental health consultants were accessed and responding in different ways
- We did not want staff to feel left alone in dealing with challenging behaviors they may not know how to address but were expected to deal with.

Our Process

- We developed levels in our child guidance policy and procedure
- Phase One- universal supports- what we do for all children in all classrooms
- Phase Two- children who are at risk who need extra support beyond the universal supports
- Phase Three- Behavior plan developed by the mental health consultant and team

Expectations

- We are getting there as a program but it is a process that has taken several years. There has been resistance to “more work”
- Before we begin the process of a phase 2 child guidance plan, all components of universal supports are in place
- Behavior observations are written
- Checklist for phase 2 planning is completed – see samples

Developing a phase 2 plan

- Staff have completed observation forms, talked with the child's family, reviewed all available information
- The teacher meets with the Head Teacher who guides the planning process
- They complete the teacher planning sheet, referring to the Routine Based Support Guide, include what child is doing, why it might be happening, prevention strategies, what to do when behavior happens and new skills to be taught

Following through & following up

- This can be the hardest part- to actually implement the plan consistently with all staff working with the child (and to change patterns of responses already set)
- Also a challenge is to create needed materials- social stories, picture cues, etc.
- Continue to write behavior observations
- Update monthly with Head Teacher, make needed changes and document.

Moving to Phase 3

- This happens if all efforts are made to implement a Phase 2 plan and it just is not enough support for this child to be successful, we need to involve the family more in the planning and access resources outside of our program.

The education manager is consulted and determines that we need to move to this next step.

Phase 3

- An individual child observation by our Mental Health Consultant is scheduled
- A meeting is scheduled with the family, teacher, family advocate, education manager and mental health consultant. Other team members are encouraged to participate, depending on the comfort level and relationship with the family
- A planning session usually occurs prior to this meeting (usually ½ hour prior) so all team members are on the same page about our goals and how to proceed.

Developing the Phase 3 Plan

- A summary of the child's strengths and needs and purpose of our meeting is discussed along with strategies that have been tried.
- Next steps are developed by the team with family input, including accessing outside resources and strategies the family will use in the home and what resources we can provide for home.
- Schedule a follow up meeting , copies of the plan go to the family, child's file, mental health consultant and the main office.
- All staff working with the child are aware of the plan, given needed training and implement the plan, continue writing behavior observations. All is documented.

Next:

- If the prior plans are in place and working- we get to celebrate
- If not, we can adjust the phase 3 plan to look at what the child needs- does this child need a shortened day or a different placement so they can be in the best place for them to be successful.
- This is approached only in consultation with our Head Start Director.

Summary

- This is a tricky thing to try to nail down
- We are getting better and better at it through much discussion, trial and error and mostly by learning from the children and families!!
- Our goal is always to support the child and family to be as successful as possible.
- The CSEFEL website and PBIS network have been invaluable to us in this work!!

Web Resources

- SOESD / Early Childhood Services / PBIS: <http://www.soesd.k12.or.us/Page.asp?NavID=1537>
- CSEFEL: <http://csefel.vanderbilt.edu/>
- TACSEI: <http://www.challengingbehavior.org/>
- CECMHC: <http://www.ecmhc.org/index.html>