



Child Guidance 0-5

PROCEDURE / APPROACH

Southern Oregon Child and Family Council (SOCFC) is committed to using positive, age-appropriate behavioral strategies when teaching young children. Focusing on the skills needed to develop social competence and prepare children and their families for entry into public schools. Further, we are committed to working with families to assist them in fostering the development of their children in all areas.

The development of social competence is an underlying goal of early childhood education. Social competence includes the ability to initiate and maintain relationships with others. A child must learn how to approach other children, how to recognize and nurture friendships with peers, how to negotiate issues that come up, how to take turns, how to self-regulate, and how to communicate effectively. Positive child guidance and classroom management decisions will promote positive social skills, foster mutual respect, strengthen self-esteem, and support a safe environment. Positive techniques will be used to redirect challenging behaviors and help them to learn and practice skills that will help now and in the future. Corporal punishment is against our policies and licensing regulations.

HEAD START PROGRAM PERFORMANCE STANDARDS:

1302.30 Education and Child Development Program
 1302.17 Suspension and Expulsion
 1302.45 Child Mental Health and Social and Emotional Well-being

Procedure:

SOCFC promotes social-emotional competence for children 0-5 by following the pyramid model found on the “Center on the Social and Emotional Foundations for Early Learning.”

A) An Effective Workforce

- Education staff are provided evidence-based training, curriculum, and child guidance supports and strategies specific to social-emotional development and classroom behavior management.

B) Nurturing and Responsive Relationships

- Education staff will promote healthy social and emotional development through building supportive, responsive relationships among adults and children.

C) High Quality Supportive Environments

- Education staff utilize the Creative Curriculum to develop high quality environments to promote positive outcomes for all children.

D) Targeted Social Emotional Supports

- Education staff will utilize systematic approaches to teach social skills for a preventative and remedial effect.
- Early Head Start: Conscious Discipline, Universal Strategies, and strategies focused on positive reinforcement, Child and Staff Site Safety Plan Matrix (children over 3 years, as needed by approval from Education Department).
- Head Start: Positive Behavior Interventions and Supports (PBIS), Conscious Discipline, Second Step curriculum, Universal Strategies, Child and Staff Site Safety Plan Matrix, and the Promoting Safety in Early Childhood Settings curriculum.

E) Children with Challenging Behaviors: Prohibition of Seclusion, Physical, and Emotional Abuse

- Challenging Behavior Defined: Behavior that consistently interrupts or impedes the child's ability to participate in the daily routines and/or impedes another child's ability to participate and/or unsafe behaviors. Unsafe Behavior Defined: When a child exhibits any behavior that causes harm, or threat of safety to self or others.
- When managing challenging behaviors, staff will only use positive guidance strategies, as defined in Targeted Social Emotions Supports.
- Seclusion means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked. Seclusion does not include:
 - The removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving (defined as a "Supported Break").
- Staff will only use supported break strategies with children in accordance to the child's IFSP and/or individual Guidance Plan that has been created and approved by the Behavior Specialist and Disability/Mental Health Manager.
- Staff will not use any form of physical punishment with children at any time. Prohibited physical punishment includes, but is not limited to: hitting, slapping, shaking, grabbing, arm/leg pulling/dragging, striking with hand or instrument, pinching, tying or binding.
- Physical restraints are prohibited. Physical restraints include: the restriction of children's actions or movements by holding the student or using pressure or other means. **Restraint does not include:** holding a student's hand or arm to escort the student safely and without the use of force from one area to another, catching/picking up and quickly releasing a child (Catch and Release) when the child is at risk of injury (i.e. removing child from shelf and releasing to the ground), assisting a student to

complete a task if the student **does not** resist the physical contact. * See First Response Universal Strategies Appendix I for more guidance.

- Staff will not use any form of emotional abuse or humiliation with children at any time. Prohibited emotional abuse includes, but is not limited to: name calling, ridicule, yelling, threats, isolation, food and/or access to activities/objects used as a punishment or reward, denial of basic needs, or neglect.
- Staff will sign the *Agency Standards of Conduct* and will be disciplined up to and including termination for any prohibited physical punishment or emotional abuse described in this section. In addition, a staff member who observes an incident of any of the behaviors described above, must report that incident immediately to their Site Manager.

F) Children with Challenging Behaviors: Intensive Interventions

If a child presents a persistent challenging behavior, staff will follow the challenging behavior guide and continue to use the assigned social-emotional curricula and strategies:

- Education staff will document and assess the function of challenging behaviors using the Behavior Observation Report (See Appendix F). Behavior Observation Reports will be shared with parents/guardians, and their input will be added to the report.
- Staff must present the initial three challenging behavior reports to the parent to inform them. Once three reports have been shared with the family, staff do not need to share every report as to not overwhelm the parent.
- However, if **new** behaviors arise, parents need to be informed and their input will be added to the report. Sharing reports with families should be done in a thoughtful way and positive behaviors should be discussed with the challenging behaviors.

Behavior reports must be attached in SHINE.

- Challenging Behavior Observation reports should continue to be entered after the initial three are shared with parents to document ongoing challenging behaviors.
- 0-5 Behavior Specialist and Education Department staff will support classroom staff with behavior management through utilizing the Child Guidance Implementation Checklist (See Appendix D), which focuses on developing supports for individual children and building more effective classroom management skills among the teaching team. Education Department staff will recommend any general, developmentally appropriate accommodations (such as re-arranging the classroom or simplifying the daily schedule).
- Guidance plans will be developed for individual children who **consistently** exhibit *challenging behaviors*. (defined on Pg. 2) The classroom team will **emphasize building positive relationships with the individual child through daily playful interactions.**

- Teacher/Specialist will plan intentional activities to ensure that children are learning new skills to meet their guidance plan goals. Teacher/Specialist will **document the planned activities on the lesson plan weekly**, the teaching team will **debrief daily**. Teacher/Specialist will conduct monthly parent meeting to discuss guidance plan progress, next steps, and gain parent input. Refer to notes when updating Strategies.

If *all possible* classroom resources and strategies have been exhausted and there is *still an ongoing safety threat* to the child, other children, and/or staff, the Behavior Specialist, Education Coach, or Site Manager may request a **team consult** to discuss and determine further options that will be later presented to the parent/guardian.

The team consult will include: Teacher/Specialist, Family Advocate, PFCE Supervisor, Behavior Specialist, Dis/MH Manager, Site Manager, MH Consultant, the IFSP Service Coordinator and/or IFSP behavior specialist (when applicable), and/or other departments as needed.

A meeting with the parent/guardian will be scheduled immediately to discuss the option(s) established during the team consult. Options may include, but are not limited to, a modified day to promote success in the classroom or an alternative placement that is considered most appropriate to help the child be successful. If an alternative placement is considered most appropriate, the team will also specify additional accommodations and/or modifications needed while this process occurs.

SOCFC- **HS classroom staff** who work with children ages 3-5 will have a training annually on Promoting Safety in Early Childhood Settings Ages 3-5.

SOCFC **HS classroom staff** who work with children ages 3-5 will follow the Site Safety *Plan* policy (See Appendix H).

Challenging Behavior Guide:

SOCFC's first priority is to ensure the safety of children and staff. When a challenging behavior occurs within the center, the Site Manager and Education Coach/Education Supervisor will ensure staff support takes precedence. SOCFC teamwork will be essential to establish open communication and support to the families of children who demonstrate a pattern of challenging behavior. Our agency's goal is to establish strong relationships between families, staff and children. These relationships strengthen the child's social emotional skills and build effective behavior management strategies amongst teaching teams.

Challenging Behavior Defined:

Behavior that consistently interrupts or impedes the child's ability to participate in the daily routines and/or impedes another child's ability to participate and/or unsafe behaviors.

Unsafe Behavior Defined:
When a child exhibits any behavior that causes harm, or threat of safety to self or others.

* Please see *Challenging Behavior Observation Report*
(See Appendix F) for specific examples.

Challenging Behavior	Possible Cause	Change to Environment
Running in the classroom	Too much space is open; the room is not divided into small enough areas; activity areas are not well defined.	Use shelves/furniture to divide the space. Avoid open spaces that encourage children to run
Fighting over toys	Too many popular toys are one-of-a-kind; children are asked to share too often	Provide duplicates of toys. Show children when it will be their turn (e.g., use a sand timer or help children create a waiting list)
Wandering around; inability to choose activities	The room is too cluttered, choices are not clear; there is not enough to do	Get rid of clutter. Simplify the layout of the room and materials. Add more activity choices.
Easily distracted; trouble staying with a task and completing it	Areas are undefined and open, children can see everything going on in the room; materials are too difficult or children are bored with them.	Use shelves to define areas. Separate noisy areas. Assess children's skills and select materials they can use in interesting ways.
Continually intruding on others' work spaces	Space is too limited; poor traffic patterns prevent children from spreading out	Define work areas for children (see book for details). Limit the number of areas open at one time to allow for more space for watch child.
Misusing materials and resists cleaning up	Children do not know how to use the materials appropriately; materials on the shelves are messy; the displays are disorderly.	Make a place for everything. Use pictures and word labels to show where materials go. Provide consistent guidance on how to clean up.

"Children's behavior is a good indicator of how well the physical environment of [the] classroom is arranged."

(Pg. 68 in the CC Foundations book)

Complete these Steps:

1) When a challenging behavior occurs, the teacher/specialist will document the challenging behavior on the **Challenging Behavior Observation Report (See Appendix F)** as soon as possible after the behavior occurs or by the end of the day. Teacher/specialist will also document positive behaviors observed.

2) The Teacher/Specialist will contact the parent/guardian the day the behavior occurred and discuss the Challenging Behavior Observation Report. The parent input must be added to the

form. The applicable parts of the form are then transcribed into SHINE (under the Education Tab>Challenging Behavior Documentation, see screenshot below).

3) When the teacher has documented consistent *unsafe* and/or *challenging behaviors* exhibited by a child (step 1.) and the parent contact has been noted in SHINE (step 2.), he or she will immediately inform their Education Supervisor. The Education Supervisor will set up a consult including the teaching team and Education Coach to schedule a classroom observation and provide any necessary information to the Education Coach prior to observation.

- *There needs to be a minimum of **three** Challenging Behavior Observation Reports entered in SHINE where the parent has been notified and parent input has been documented in the Challenging Behavior Observation report before a Child/Family Guidance Plan can be developed.*

SPECIAL NOTE: When a child exhibits any extreme unsafe behavior that causes harm, or threat of safety to self or others, and/or initiated the use Site Safety Plan (evacuate the classroom) or the Child Emergency Plan / the Teacher/Specialist will inform SM/Ed coach, Ed. Supervisor and Behavior Specialist immediately.

When a Child Emergency Plan has been activated, staff permission is requested for the Behavior Specialist to review the camera footage before, during, and after the event occurred. Each staff member must give written permission prior to viewing.

4) The Education Coach will observe the classroom within **one week, or as soon as possible**, to assess the Universal Support Strategies needed. The Education Coach, teaching team, Education Supervisor, and Site Manager will debrief the same day as the observation or as soon as possible. The **Child Guidance Implementation Checklist** and anecdotal notes will be completed by the Education Coach and presented at the consultation.

- The Child Guidance Implementation Checklist will lead to one of the following outcomes:
 - Education Coach will implement an Action Plan.

- Education Coach will contact the Behavior Specialist to begin the Guidance Plan process.

5) **Action Plan:** The Education Coach will draft an *Action Plan* (See Appendix E) for staff to implement in the classroom: Universal Supports not implemented yet, revise matrix/classroom safety plan, social/emotional curriculum tools, and suggest other strategies not yet used. Consult Behavior Specialist as needed.

- The Education Coach will connect with the Site Manager, teaching team and Education Supervisor for input and finalization of the action plan. The action plan will be documented in the “notes” section of the **Child Guidance Implementation Checklist (See Appendix D)**.
- The Education Coach will complete the Child Guidance Implementation Checklist and Action Plan, which will be uploaded to the Shared OneDrive file (shared with Teacher, Ed Coach, Ed Supervisor, Behavior Specialist, SM, Dis/MH Manager, Ed. Manager and Ed. Director. Dis/MH Manager will share Action Plan with MH Consultant) for the classroom. The teaching team will keep a printed copy in the classroom.

6) The Education Coach will complete a second observation within two weeks following the implementation of the action plan. **Within that time, the behavioral concerns should either be resolved, and Action Plan completed or a consult with the Behavior Specialist should be scheduled to create a Child Guidance Plan** or to extend the action plan with additional support/strategies.

- If it is determined that the action plan is completed, the Education Coach will update the OneDrive file with date of completion and any additional notes.
- If it is determined that an individual observation of the child by the MH Consultant is needed, the Teacher/Specialist or Family Advocate will ask the parent to sign the parent permission, embedded in the MH-2 ROI, and the Site Manager and Behavior Specialist will be notified of the Individual Observation request. The Site Manager will schedule the observation with the MH Consultant. The Behavior Specialist will also notify applicable EI/ECSE staff for children on an IFSP regarding the MH Consultant’s observation. The MH Consultant will debrief the teaching team, Site Manager, Ed. Coach (if available), Education Supervisor and the Behavior Specialist the same day or as soon as possible of the individual observation.
- If warranted, the Behavior Specialist will add a “**Behavioral Concern**” into Shine (under Dis/MH tab>Process Documentation>Concern, see screen shot below) and support in creating a Child Guidance Plan. The Behavior Specialist will also notify applicable EI/ECSE staff for children on an IFSP regarding the upcoming observation and potential guidance plan creation.

7) Drafting A Guidance Plan: The Behavior Specialist must follow up within *two weeks*. Within that time, the concern should be either resolved (under Dis/MH tab> Notes, see screenshot a. below) or initiate a **Child/Family Guidance Plan** (Dis/MH tab>Process Documentation>Behavior Intervention Plan, see screenshot b. below). **As soon as a DRAFT plan is in place the Teacher/SP is expected to implement the plan in the classroom as soon as possible. If the plan includes a Modified Day, this strategy is not to be implemented until after the meeting with the family.**

- *There needs to be a minimum of **three** Challenging Behavior Observation Reports entered in SHINE where the parent has been notified and parent input must be documented in the Challenging Behavior Observation report before a Child/Family Guidance Plan can be developed. The Behavior Specialist will inform Site Manager, Dis/MH Manager, ED. Coach, ED Supervisor, Ed. Manager and Ed Director when any Guidance Plan is created. When applicable Behavior Specialist will share with EI/ECSE.*

a.

b.

- The Behavior Specialist **and** the Teacher/Specialist are responsible for drafting the Child/Family Guidance Plan, obtaining input from MH Consultant, applicable EI/ECSE staff, Site Manager, Ed. Supervisor, and Ed. Coach assigned to the classroom.

- The Teacher/Specialist will schedule a staff/family consult immediately, including the Family Advocate, Behavior Specialist, applicable EI/ECSE staff, and Site Manager (when available), to discuss the draft, receive parent input, and add family goal to finalize the plan. The Teacher/Specialist and Family Advocate will review the Child/Family Guidance Plan with the parent/guardian. A monthly meeting will be scheduled between the teacher/specialist, Family Advocate and parent/guardian at that time.
- 1. **Additional invites for consult, as needed:** Ed. Coach, DIS/MH Manager, MH Consultant, IFSP case manager and/or IFSP behavior specialist (if applicable).
- 2. Copies of the finalized plan and agreement will be given to the parent/guardian and Teacher (modified day plan must include the HS director as well).
- 3. **The Behavior Specialist will be responsible for uploading the finalized Child/Family Guidance plan into SHINE within 24 hours of the meeting.** The Guidance Plan including Modified Day, and any additional accommodations will then be implemented the following week, at the latest, in the classroom.
- The Child/Family Guidance Plan will be evaluated by the Teacher, Behavior Specialist and Family Advocate, if available, prior to the monthly meeting with parents. The Teacher will complete the Monthly Behavior Questionnaire and send to Behavior Specialist, before attending the monthly meeting. If the Family Advocate is unavailable, a summary of the meeting will be given to the Family Advocate by the Teacher. The Behavior Specialist will document monthly updates agreed upon with the teacher in Shine and upload updated Child/Family Guidance Plan as needed. Updates will be discussed every **Month** during the monthly meeting with the parent/guardian and Family Advocate (FA). If the FA is unable to attend the monthly meeting, the FA and Teacher will debrief prior to the FA discussing any additional at home or Mental Health Supports with the family. The Teacher/Specialist will include an invite to the IFSP Service Coordinator as applicable. The Teacher/Specialist will enter monthly documentation giving summary of progress and the monthly parent guidance plan meeting into SHINE in the DIS/MH Tab under Notes with the note titled "Family Communication – Further Action Required" and is to be Associated with the "Behavior Intervention Plan" (see screenshot below).
- If a child is placed on a modified day: under the strategies for classroom, click 'OTHER' and enter "Child on Modified Day -2 hrs.... etc."

If all classroom resources and strategies have been exhausted and there is still an ongoing safety threat to the child, other children, and/or staff, the Site Manager or Education Department representative will call a team consult to discuss and determine further options that support the child.

- The team meeting will include: Behavior Specialist, Teacher/Specialist, Family Advocate, PFCE Supervisor, MH Consultant, Education Coach, Education Supervisor, Education Director/Manager, Dis/MH Manager, the IFSP case manager and/or IFSP Behavior Specialist (when applicable), and other departments as necessary.

In order for a child to be placed on a modified day, at home instruction, or if an alternative placement is considered the most appropriate, the Behavior Specialist must receive verbal or written recommendation from the MH Consultant and approval from Agency Program Directors and Ed. Dept. If a child is on an IFSP approval must be made through the EI/ECSE agency and an IFSP Team Meeting must be scheduled to update the child's IFSP services, if service minutes are affected by the change. A meeting with the parent/guardian will be scheduled immediately to discuss the option(s) established during the team consult.

Active Guidance Plans:

- Guidance Plan strategies are to be implemented **daily**.
- Intentional 1-1 or small group activities should be planned and documented on the weekly lesson plan.
- Challenging Behavior documentation will be completed weekly using the "Weekly Challenging Behavior Observation Report" and uploaded in Shine by the end of every week, with parent input. (See Appendix G)
 - If a new behavior occurs, a separate Challenging Behavior Observation Report" should be written and presented to the parent.
- Teachers will complete the monthly Guidance Plan Questionnaire and send it to Behavior Specialist. A monthly meeting between Behavior Specialist and Teacher will be conducted to update guidance plan.

- Teachers and Family Advocates will partner with the family to ensure all Mental Health supports have been openly discussed and resources provided. Teacher/Family Advocate will document the parents' acceptance or refusal of Mental Health resources. (Shine > MH/Dis. Tab > Family Communication – Further Action Required)
- **Call for support:**
 - Children on a guidance plan exhibiting harmful challenging behaviors should receive all possible attempts to redirect or support to ensure the child is able to remain on site.
 - If the harmful behaviors continue to persist, causing harm or threat of safety to self or others. Teachers can request Site Managers to call parents to support students in the classroom environment.
 - If the child's challenging behaviors have caused or potentially could cause serious harm to self or others, the teacher will follow steps on the Child Emergency Plan.
 - Teachers must document on the Weekly Challenging Behavior Observation Report if a call was made to the parent and the parent supported in the classroom.
 - A separate Challenging Behavior Observation Report must be completed if the parent was called to support and the parent choose to take the child home. Document in the parent input section the time the parent willingly removed the child from the classroom.
 - **Report should be uploaded in Shine. The teacher will select "Other" from the "Next Steps" option and input "Parent Pick Up"**

***Special Note:** Repeated calls to parents to support guidance plan students in the classroom can be considered a "Soft Expulsion." Head Start Standards state: *"Prohibition on expulsion. (1) A program cannot expel or unenroll a child from Head Start because of a child's behavior."* Definition of "Soft" Suspension or Expulsion: *"Soft" suspensions or expulsions — such as telling a family that their child is not yet ready for group settings, sending a child home early due to an incident related to behavior, and standing by as a family withdraws their child from the program due to a situation — also classify as suspension and expulsion."*



Child Guidance-Child Emergency Plan

GENERAL PLAN / APPROACH:

In support of Head Start Performance Standards and SOCFC's mission statement, we are committed to providing services to all eligible children. This includes children with a variety of behavioral capacities.

In rare cases, a child may present behaviors that pose a danger to themselves, other children or staff members, and it may be determined that the child will need special intervention. This intervention may include developing a more specific intervention plan with the family.

POLICY COUNCIL APPROVAL:

BOARD APPROVAL:

HEAD START PROGRAM PERFORMANCE STANDARD:
1304.24(a)(1)(vi) – Children's Mental Health Services

PROCEDURES:

When it is determined that a child's current behavior poses a danger to themselves, other children, or staff members, the following procedure must be adhered to.

*When the behavior puts self or others in eminent danger or persists for an extended duration of time leading to learning disruption.

REQUIRED ACTIONS	PEOPLE INVOLVED	PAPERWORK
<ol style="list-style-type: none"> 1. Activate the Child and Staff Site Safety Plan (refer to Responding to Unanticipated Dangerous Behavior). If child is extremely agitated or frightened, wait until child is calm. Ensure environment is safe for others and evacuate as necessary ensuring child supervision for all. <ol style="list-style-type: none"> a. When child is calm, begin to define and clarify events in order to objectively describe situation. Continue to stay with child and attempt to reintegrate child into classroom. b. If the child is unable to calm and participate in the classroom activities, then call parent and explain situation. Problem solve with parent. c. <u>If the child is continuing to participate in behaviors that pose as eminent danger, proceed to step 2.</u> 2. Further action cannot be taken until Site Manager has been notified <u>and receives approved next steps.</u> (if parent needs to pick up child) 3. <u>The Site Manager will contact Site Manager Lead, or if not available Education Director, for permission</u> to have parent pick up child. If Child Emergency Plan is approved, call <u>the parent</u> and describe <u>the situation.</u> 4. Fill out Child Emergency Plan Form (See Appendix H). ASAP the Site Manager will send to: Behavior Specialist, Disabilities/Mental Health Manager, Director of Education, and 0-5 HS Director. Upload to SHINE, and Shred. 5. ASAP Site Manager will contact (via email) all listed: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;">- O-5 HS Director</div> <div style="width: 33%;">- ED Director</div> <div style="width: 33%;">- Dis/MH Manager</div> <div style="width: 33%;">- Ed. Manager</div> <div style="width: 33%;">- Site Manager Lead</div> <div style="width: 33%;">- Behavior Specialist</div> </div> 	<p>Center Staff and/or Site Manager</p> <p>Teacher and any other staff members involved</p> <p>Teacher and other center staff members who may need to assist with this process to ensure appropriate or safe staff/child ratios</p> <p>Site Manager Education Department staff</p> <p>Site Manager</p>	<p>Center and Staff Safety Plan form</p> <p>Child Emergency Plan written by Site Manager</p> <p>Site Manager will schedule consult ASAP</p> <p>Document in Data System</p>

APPENDIX A

Universal Support 0-5

STRATEGIES FOR UNIVERSAL SUPPORT FOR CHILDREN -0-5	DATES & DEADLINES	DOCUMENTATION
Develop a Child and Staff Safety Site Plan (All Staff at HS Center), refer to as needed.	Refer to Dates and Deadlines	Post in classroom (HS Only) OT Classrooms, as applicable by Ed. Department.
<ul style="list-style-type: none"> Daily schedule with photos Matrix 6 Steps of Conflict Resolution posted and utilized in classroom Classroom rules posted 	Refer to dates and deadlines	Daily schedule and classroom rules posted in classroom and on lesson plan. Matrix posted in classroom. Six Steps to Conflict Resolution posted in classroom.
Positive classroom community being built with photos of classroom rules posted in classroom ; guiding principles with activities to support understanding, natural and logical consequences.	First Three Weeks of EHS-HS	Lesson plan Posted classroom rules
Social Skills (2nd Step (HS Only), PBIS, Conscious Discipline) social curriculum taught and strategies utilized	Daily – Throughout Year	Lesson plan
<p>Positive guidance strategies utilized Conscious Discipline (HS Only), classroom staff utilizing frequent encouragement and praise, 4:1 positives used regularly.</p> <p>Positive relationships are continuously being developed between children and teaching team.</p> <p>Age Appropriate Space is available and used meaningfully to support child's ability to regulate with our without staff support</p>	Daily – Throughout Year	Lesson plan Education monitoring tool
Developmentally Appropriate Environment, Structure, and Curriculum in place that support pro-social behavior.	Daily – Throughout Year	Lesson plan
<p>Communication with Child's Family regarding classroom observations, concerns and strategies used.</p> <p>Communication with Education Staff regarding CBO's, concerns, and strategies used.</p>	Daily – Throughout Year	Data system
<p>Refer to Initial Home Visit, Screenings, Observations, IFSP, and Family Goals often. Debrief daily regarding focal children.</p> <p>Implementing IFSP and Guidance Plan strategies, modifications, and accommodation (when applicable)</p>	Throughout Year	Child file Data system & TS Gold
Meet with Family Advocate to Staff families and concerns on a consistent basis. (N/A EHS Specialist)	Throughout Year	Data system
MH Consultant Classroom Observation (MH) teaching team follow-up on feedback.	Refer to dates and deadlines	Mental health classroom observation



Appendix B

What Are the Essential Supports in a PBIS Classroom?

1. Three positively stated classroom rules posted inside and outside at children's eye level with words and visuals.
2. Matrix of routine-specific rules for each classroom activity; posted and available to teachers, substitutes, volunteers, etc.
3. Lesson plans for teaching classroom rules; during large and small groups.
4. Staff and children can state the class rules and routines.
5. Social skills curricula, lesson plans incorporating the curricula.
6. System in place for acknowledging children's appropriate behavior (e.g., Conscious Discipline Kindness Tree)
7. System for responding to children's problem behavior (e.g., Restate classroom rule, removal from activity) –included in matrix, safety plan.
8. Staff uses 4:1 ratio of positive encouragement statements to directions/directives.
9. Staff practices pre-correction in the absence of misbehavior.
10. Classroom schedule with words and visuals posted at eye-level for children.
11. Classroom schedule followed, except for emergencies or special occasions.
12. Transitions are cued with verbal directions and another visual or audio cue (e.g., bell, light, music).
13. Transition reminders are given (e.g., 5-minute reminder).
14. System for identifying children who do not respond to classroom rules, but don't require intensive support.
15. System for formally observing and assessing children, who require intensive, individualized support.
16. Parents are notified of the classroom rules, how behavior is managed, and who to contact with behavioral concerns at least once annually.
17. Classroom behavior tracking system, and person to collect, analyze, and summarize data.
18. Access to behavior support team with relevant team members, regular meetings, and an action plan, as needed.

19. Program has a leadership team and provides time and resources.

Appendix C
HS Child and Staff Site Safety Plan

Date _____

Center/Classroom _____

Staff _____

<p style="text-align: center;"><u>Indoors</u></p> <p>List tools to support child & safe place for child to express emotions or to have individual time with adult support</p>	<p style="text-align: center;"><u>Outdoors</u></p> <p>List tools to support child & safe place for child to express emotions or to have individual time with adult support</p>
<p><u>Plan and Procedure for Keeping Other Children and Staff Safe:</u></p>	
<p><u>Communication Plan</u></p> <p>Word or phrase used if dangerous challenging behavior necessitates an overall alert.</p>	

Appendix D

CHILD GUIDANCE IMPLEMENTATION CHECKLIST

Date:

Child's Name: Completed by:

Primary Universal Supports

Teacher has PBIS Universal Strategies in place:	Yes	No	Not Obs.
Environment is organized, DAP, and enables children to be successful			
Post the visual schedule on the wall? Review it throughout the day?			
Routine is followed, and expectations are stated clearly before each activity?			
Post the 3 class rules at child level? Review them with the class in large group?			
Rules are referred to when acknowledging or correcting behavior? (Thank you for taking care of our things...)			
4:1 positive attention ratio or better? (Attach 4:1 data sheets)			
Conscious Discipline Rituals and Strategies posted and utilized?			
Have ALL materials ready before activity begins?			
Wait time between transitions is minimal and used to maximize learning time (Finger Plays, Music/Movement, games etc.)			
Verbal and visual cues are used before transitions?			
Respond appropriately with 6 steps of conflict resolution (HS only) See the conflict through to a resolution.			
Provide emotional support /Identification throughout the day to all students			
Spend 1:1 time with child/children that struggle during unstructured time, and foster connections			
Child and Site safety plan in place and implemented? (daily)			
Follow the classroom matrix and zone map and/or make adjustments where needed?			

Implementation of other Strategies

Did the teacher:	Yes	No	Not Obs.
Implement and refer to Second Step and activities (HS only- as needed)			

Teach and encourage Solution Kit			
Teach and encourage Friendship Kit (HS only)			
Conscious Discipline			
Child's IFSP/IEP accommodations and modifications followed? if applicable			
Use of appropriate teacher to teacher communication			

NOTES:

Appendix E Action Plan

Teacher:
Ed Coach:
Date Created:

Classroom:
Ed Supervisor:
Date Completed:

Environment:

-

Curriculum:

-

Behavior Management:

-

Universal Supports:

-

Additional Strategies:

-

Completion Notes:

-

Appendix F Challenging Behavior Observations

Program Year: _____

Child's First and Last Name:	Date:	Time:
Teacher/ Specialist:	Where did the challenging behavior occur? Playground Classroom	
Positive Behavior/Strengths		
What happened immediately prior? (Check all that apply) <input type="checkbox"/> Appeared to be in discomfort <input type="checkbox"/> Asked to do something <input type="checkbox"/> Bored- Child not engaged <input type="checkbox"/> Could not get desired item <input type="checkbox"/> Loud/disruptive environment <input type="checkbox"/> Unknown/ Not observed <input type="checkbox"/> Ongoing behavior interrupted <input type="checkbox"/> Other student provoked <input type="checkbox"/> Sensory-related- touch, smell, etc. <input type="checkbox"/> Stopped from doing <input type="checkbox"/> Attention given to others Other (please describe) _____		
Challenging Behavior (Check all that apply) <input type="checkbox"/> Noncompliance/ Aversion to task <input type="checkbox"/> Biting <input type="checkbox"/> Physical/Verbal aggression <input type="checkbox"/> Property destruction <input type="checkbox"/> Running away <input type="checkbox"/> Screaming/Tantrum <input type="checkbox"/> Self-injurious behavior <input type="checkbox"/> Hit/Kick Peers/Adults <input type="checkbox"/> Spitting <input type="checkbox"/> Sudden/Extreme withdrawal Other (please describe) _____		
Description:		
Strategies Implemented:		
Skills and Strategies Needed to Prevent Behavior:		
Spoke with parent in center Other (please describe) _____	Spoke with parent via phone	Left message on parent's phone. Notification Date and Time:
Parent Notification Via:		
Parent Input:		
Parent Support/Parent Pick Up Time: _____ Parent Signature _____		

Appendix G Guidance Plan Weekly Challenging Behavior Observation

***For Children on Guidance Plans Only**

Child's First and Last Name:	Week Of:	Teacher/ Specialist:
Time of Day: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Classroom <input type="checkbox"/> Small Group <input type="checkbox"/> Transitions </div> <div> <input type="checkbox"/> Mealtime <input type="checkbox"/> Rest Time <input type="checkbox"/> Free Choice </div> <div> <input type="checkbox"/> Whole Group <input type="checkbox"/> Outside <input type="checkbox"/> Arrival/Dismissal </div> </div>		
Positive Behavior/Strengths:		
What happened immediately prior? (Check all that apply) <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Appeared to be in discomfort <input type="checkbox"/> Could not get desired item <input type="checkbox"/> Ongoing behavior interrupted <input type="checkbox"/> Stopped from doing </div> <div style="width: 33%;"> <input type="checkbox"/> Asked to do something <input type="checkbox"/> Loud/disruptive environment <input type="checkbox"/> Other student provoked <input type="checkbox"/> Attention given to others </div> <div style="width: 33%;"> <input type="checkbox"/> Bored- Child not engaged <input type="checkbox"/> Unknown/ Not observed <input type="checkbox"/> Sensory-related- touch, smell, etc. </div> </div> Other (please describe) _____		
Challenging Behavior (Check all that apply) <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Noncompliance/ Aversion to task <input type="checkbox"/> Property destruction <input type="checkbox"/> Self-injurious behavior <input type="checkbox"/> Sudden/Extreme withdrawal </div> <div style="width: 33%;"> <input type="checkbox"/> Biting <input type="checkbox"/> Running away <input type="checkbox"/> Hit/Kick Peers/Adults </div> <div style="width: 33%;"> <input type="checkbox"/> Physical/Verbal aggression <input type="checkbox"/> Screaming/Tantrum <input type="checkbox"/> Spitting </div> </div> Other (please describe) _____		
Weekly Description:		
<input type="checkbox"/> Spoke with parent in center <input type="checkbox"/> Spoke with parent via phone <input type="checkbox"/> Left message on parent's phone. Other (please describe) _____		Notification Date and Time:
Weekly Parent Notification Via:		
Parent Input:		
Parent Signature _____		

Appendix H**CHILD EMERGENCY PLAN P-9**

Program Year _____

Site Manager completing report _____ Date _____

Follow-up Date _____

Child's Name _____ Center _____

Teacher _____ Family Advocate _____

Other participants present _____

Parent contact needs to be made ASAP after the incident occurs.**Reason for Child Emergency Plan:**

What happened before the incident?

Who was present? What was child's response?

Is there a Child Guidance Plan?

☐ **Yes** ☐ **No** If no schedule consult,
if yes refer to guidance plan, schedule follow-up meeting.

Write a brief description of the parent contact. (This contact may occur in person when the parent picks up the child or it may be a phone conversation.)

Center staff team involved must meet as soon as possible with Site Manager to plan for this child and family. Email Behavior Specialist, and Education Director to schedule Consultation

Site Manager Signature_____
Date

ASAP the Site Manager will email: Behavior Specialist, Disabilities/Mental Health Manager, Director of Education, and 0-5 HS Director, Site Manager Lead and upload in the Child's electronic file. Site Manager will email emergency plan documentation to Behavior Specialist to enter in Shine.

If a Child is **not** on guidance plan, Behavior Specialist will go to Dis/MH tab>Process Documentation -create new behavior concern>Notes section add note titled "behavior intervention plan required" and attach emergency plan to that note.

ASAP Site Manager please contact all listed: ☐ 0-5 HS Director Site Manager Lead ☐ Ed. Dept. staff

☐ Dir. Of Ed. ☐ Dis/MH Mgr. ☐ Child Case Mgr. Behavior Specialist

Appendix I

First Response Strategies:

Something a teacher does to prevent or de-escalate the child's dangerous behavior that:

- Occurs within 3 seconds of the dangerous behavior
- Prevents access to reinforcement immediately following dangerous behavior
- Is based on the function of the dangerous behavior

First Response

Type of First Response	Inappropriate Examples	Appropriate Examples
Verbal Something that an adult <u>says to a child</u> to prevent or de-escalate dangerous behavior	<ul style="list-style-type: none"> • Direction about what not to do • Vague directions for alternative behavior • Saying "stop" without redirection • Giving child directions from far away • Stating the perception of the problem 	<ul style="list-style-type: none"> • Direction to engage in alternative behavior • Direction to engage in replacement behavior • Direction to de-escalate • Empathetic remarks
Physical Something an adult <u>does to or with a child</u> to prevent or de-escalate dangerous behavior	<ul style="list-style-type: none"> • Hugging child • Touching the child if dangerous behavior escalates following physical touch • Standing over child with a threatening posture 	<ul style="list-style-type: none"> • Moving a child away from peer • Sitting between child and peer • Interrupting child's attempt to throw more sand by physically guiding fist to drop the sand in the sandbox • Physically guiding child to engage in appropriate alternative behavior (e.g. tapping a peer on the shoulder to get his attention)
Environmental Something that the adult <u>does to the setting or materials</u> to prevent or de-escalate dangerous behavior	<ul style="list-style-type: none"> • Moving the child to a location likely to put the child, others, or property at increased risk • Moving child closer to other children • Moving child to an area of the room with breakable items • Moving child to a more stimulating activity 	<ul style="list-style-type: none"> • Removing children and/or materials from the area • Moving peer to another location in the sandbox • Putting a physical barrier (e.g. furniture) between the child and others • Staffing changes • Teacher monitoring child may change staffing roles with another teacher
Mixed Using two or more types of first responses		<ul style="list-style-type: none"> • Moving child away from peer while stating, "drop the block" • Sitting between child and peer & physically guiding child to drop the block • Physically preventing child from throwing the block while encouraging peer to tell child to stop

Remember: Use First Response Strategies ONLY.