

## Challenging Behavior Reporting Procedure 0-5

### Procedure/Approach

At Head Start we base child guidance on connection. Children must feel safe and supported to be their best self. As educators, we must learn to see the best in our children and help them develop self-regulation and skills to be successful in school. We can do that by being proactive, understanding, and finding ways to connect and build a sense of safety for all our children.

At times, children may need additional support in order to be successful in group settings. The following is our procedure for reporting **challenging behavior that is not age and/or developmentally appropriate**.

Classroom staff are expected to utilize PBIS, Conscious Discipline, Ukeru, & Second Step (HS) to manage behaviors in the classroom. Here you will find guidance for next steps, for when the above resources have been exhausted.

#### Head Start Program Performance Standards:

1302.30 Education and Child Development Program

1302.17 Suspension and Expulsion

1302.41 Collaboration and Communication with Parents

1302.45 Child Mental Health and Social Emotional Well-being

#### Department of Early Learning & Care

414-305-0510 – Creating a Healthy Climate for Child Development

414-305-0600 – General Requirements for the Care of Infants & Toddlers

414-305-0700 – Behavior & Guidance

414-305-0710 – Prohibited Discipline & Actions

414-305-0720 – Physical Restraint

414-305-1050 – Care of Children with Special Needs

### Challenging Behavior Reporting Guide:

*SOCFC's first priority is to ensure the safety of children and staff. When behaviors that challenge occur within the center, the Site Manager and Education Coach 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.*

#### Tier 1- Non-compliance -

**Any response that does not match what staff requested within a specific time frame and is developmentally appropriate or defined in the IFSP.**

#### Tier 2 - 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.**

#### Tier 3 - Unsafe Behavior Defined:

**When a child exhibits any behavior that causes harm, or imminent (with 3 seconds) threat of safety to self or others.**

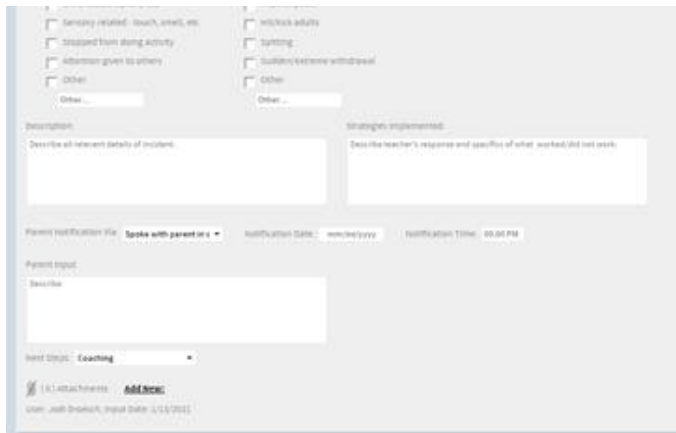
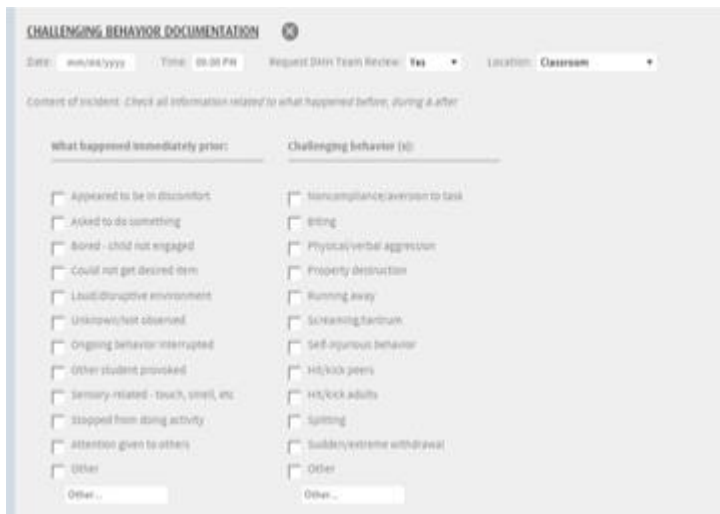
#### Challenging Behavior Tier Guide:

Tier 1: Examples	Tier 2: Examples	Tier 3: Examples
<ul style="list-style-type: none"> <li>• Hiding under a table</li> <li>• Refusal to comply</li> <li>• Elopement inside classroom</li> <li>• Whining/Screaming/Tantrum</li> <li>• Tattling</li> <li>• Verbal Aggression (negative climate)</li> <li>• Inappropriate Undressing/Nudity</li> </ul>	<ul style="list-style-type: none"> <li>• Biting</li> <li>• Physical Aggression</li> <li>• Elopement on playground</li> <li>• Verbal Aggression (i.e. profanity, threats of harm)</li> <li>• Spitting</li> <li>• Improper use of bodily fluids</li> <li>• Property Destruction</li> </ul>	<ul style="list-style-type: none"> <li>• Use of an object as a projectile or to harm self/others</li> <li>• Inappropriate child on child touch</li> <li>• Elopement out of sight/sound</li> <li>• Self-Injurious (imminent)</li> <li>• Damaging Property</li> <li>• Injuring Staff/Peers</li> </ul>

<ul style="list-style-type: none"> <li>• Sudden Extreme Withdrawal</li> <li>• Occasional hitting/pushing</li> <li>• Upset when things don't go your way</li> </ul>	<ul style="list-style-type: none"> <li>• Self-injurious (non-imminent)</li> <li>• Throwing Objects</li> <li>• Consistent Hitting</li> <li>• Multiple tantrums/outbursts in a day</li> </ul>	<ul style="list-style-type: none"> <li>• Violent Tantrums/Outburst</li> </ul>
<b>Staff Supports based on Tiers</b>		
<ul style="list-style-type: none"> <li>• The Site Manager will support staff debrief and problem solve possible support.</li> </ul>	<ul style="list-style-type: none"> <li>• The Site Manager and Education Coach will support Staff Debrief and determine if a Child Guidance Implementation Checklist is needed.</li> </ul>	<ul style="list-style-type: none"> <li>• The Site Manager and Education Coach will support Staff Debrief and request a consult, if needed.</li> </ul>

**Complete these Steps:**

- 1) When a challenging behavior occurs, the teacher 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. Teachers will complete all required components before providing report to parent (i.e. positive behaviors, immediately prior, strategies implemented, skills needed, etc.)
  - a. If Ukeru pads were used to support the challenging behavior, this must be documented on the Challenging Behavior Observation Report and noted on SHINE in strategies Implemented: "Ukeru Pads Used".
- 2) The Teacher 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 and documented in SHINE.** The applicable parts of the form are then transcribed into SHINE by the teacher (under the Education Tab>Challenging Behavior Documentation, see screenshot below). **\*Please note the Tier level of the challenging behavior in Shine.**

- 3) When the teacher has documented a minimum of three challenging behaviors within a month to show a consistent noncompliance, unsafe and/or challenging behaviors exhibited by a child (step 1.) and the parent contact has been noted in SHINE (step 2.), the teacher will immediately inform their **Site Manager and Education Coach**.

Teacher (or other designated staff) must present the initial three challenging behavior reports to the parent to inform them. Once three reports have been shared with the family, **and there is family input documented**, teachers may choose to discuss the behaviors weekly rather than daily with the family. **We want to build relationships with parents and focus on the positive behaviors as well.**

- **However, if new behaviors arise**, parents must be informed and their input must be added to the report, and documented in SHINE. Sharing reports with families should be done in a thoughtful way and positive behaviors must be discussed along with the behaviors that challenge.

- Behavior reports must be attached in SHINE.

**Challenging Behavior Observation Reports will continue to be entered after the initial three are shared with parents to document ongoing challenging behaviors.**

**SPECIAL NOTE: When a child exhibits any extreme unsafe behavior that causes harm, or imminent 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 will inform Site Manager, Education coach, Education Manager, Behavior and Disabilities Supervisor. (See *Child Guidance Plan and Emergency Plan Procedure 0-5.*)**

**When a Child Emergency Plan has been activated due to extreme safety concerns, footage maybe reviewed by a member of the multidisciplinary team.**

- 1) 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, and Site Manager will debrief the same day as the observation or as soon as possible (If SM is unavailable. The **Child Guidance Implementation Checklist** and anecdotal notes will be completed by the Education Coach and presented at the consultation.
  - a. The Child Guidance Implementation Checklist will lead to one of the following outcomes:
    - i. Education Coach will implement a **Classroom Success Plan**.
    - OR
    - ii. Education Coach will consult the Behavior and Disability Supervisor and/or Mental Health Consultant to begin the **Guidance Plan process**.

**\*Special Note: Guidance plans will be implemented for unsafe behaviors when classroom success plans are in place.**

- 2) **Classroom Success Plan (see below):** The Education Coach will draft a Classroom Success Plan (See Appendix E) for staff to implement in the classroom: Universal Supports not yet implemented, revise matrix/classroom safety plan, social/emotional curriculum tools, and suggest other strategies not

yet implemented. Education Coach will consult Behavior and Disability Supervisor and/or Mental Health Consultant, as needed.

- a. The Education Coach will connect with the Site Manager and teaching team for input and finalization of the Classroom Success Plan.
  - b. Once the Success Plan has been finalized and delivered, the Education Coach will for the classroom. The teaching team will keep a printed copy in their classroom debrief and planning binder. All classroom staff, including the Site Managers, will follow the implementation strategies recommended on the Success Plan.
- 3) The Education Coach will complete a second observation within two weeks following the implementation of the Classroom Success Plan.
- a. If it is determined that the Classroom Success Plan is completed, the Education Coach will update the OneDrive file with date of completion and any additional notes.
    - i. If challenging behaviors continue for an individual child, steps to initiate a guidance plan will begin.
    - ii. If challenging behaviors have been mitigated, no further actions required.
  - b. If it is determined that the Classroom Success Plan has not been completed, the Education Coach will continue bi-weekly observation until:
    - i. A Coaching plan is deemed necessary.
    - ii. A guidance plan is deemed necessary.
    - iii. Classroom Success Plan is completed.

**\*\* For more related information please see the [Child Guidance Procedure 0-5](#) and the [Child Guidance Plan & Emergency Plan Procedures](#). \***