

Child Guidance Plan & Emergency Plan 0-5

Procedure/Approach

Southern Oregon Child and Family Council (SOCFC) strives to create classroom environments that are physically and emotionally safe for all children we serve. 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.

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.

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 and 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

Drafting A Guidance Plan:

- Consistent challenging behaviors have been documented, along with parent input. A minimum of **three (within the same month)** Tier 2 or Tier 3 Challenging Behavior Observation Reports entered in SHINE. Parent notification, input, and documentation in Shine is required before a Child/Family Guidance Plan can be developed.
- Teacher has informed Site Manager of the concern.

- And a guidance plan has been deemed necessary, then:
 - The Behavior and Disabilities Supervisor or Education Coach will observe and consult with the teaching staff regarding current challenging behaviors.
 - The teacher will complete the DECA and provide it to the Behavior and Disabilities Supervisor or Education Coach.
 - The Behavior and Disabilities Supervisor or Education Coach will draft a Guidance Plan and create a behavior concern in Shine for the child.
 - The Behavior and Disabilities Supervisor or Ed. Coach **and** the Teacher are responsible for drafting the Child/Family Guidance Plan, obtaining input from MH Consultant, applicable EI/ECSE staff, Site Manager, and assigned to the classroom.

As soon as a DRAFT plan is in place the Teacher is expected to implement the plan in the classroom as soon as possible. If the plan includes an Accommodation Plan, this strategy is not to be implemented until after the meeting with the family.

- The Behavior and Disabilities Supervisor or Ed. Coach will inform Site Manager, Ed. Manager and Ed Supervisor when any Guidance Plan is created. When applicable the Behavior and Disabilities Supervisor will share with EI/ECSE.
- The Teacher will schedule a staff/family consult immediately, including the Family Advocate, Behavior and Disabilities Supervisor or Ed. Coach, applicable EI/ECSE staff, and Site Manager (when available), to discuss the draft, receive parent input, obtain parent signature, and add family goal to finalize the plan. A monthly meeting will be scheduled between the Teacher, Family Advocate and parent/guardian.
 1. **Additional invites for consult, as needed:** 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 (Accommodation Plan must include the approval from the 0-5 Head Start director).
 3. **The Behavior and Disabilities Supervisor or Ed. Coach will be responsible for uploading the finalized Child/Family Guidance plan into SHINE within 24 hours of the meeting.** The Guidance Plan including an Accommodation Plan, and any additional accommodations will then be implemented the following week, at the latest, in the classroom.
 4. The Family Advocate is required to meet with the child's parent(s)/guardian(s) to offer support and collaborate on developing an individualized family goal for all families with children on guidance plans. The family goal is intended to complement the child's guidance plan by identifying strategies that support the family's unique strengths and needs. Family participation in goal setting is voluntary but is encouraged as a valuable support available through the program. The Family Advocate should work with the family to develop the

goal as soon as possible following the initial staff and family consultation.

- a. If a child is placed on an Accommodation Plan: under the strategies for classroom, click 'Modified Environment' and enter "Date Accommodation Plan: Exact time of Accommodation Plan"
- The Child/Family Guidance Plan will be evaluated by the Teacher, Behavior and Disabilities Supervisor or Ed Coach, and Family Advocate, if available, prior to the monthly meeting with parents.
- The Teacher will complete the Monthly Behavior Questionnaire (DECA) and send to Behavior and Disabilities Coordinator (Beh./Dis. Coordinator)
- If the Family Advocate is unavailable, a summary of the meeting will be given to the Family Advocate by the Teacher.
- The Behavior and Disabilities Supervisor or Ed Coach will document monthly updates agreed upon with the teacher in Shine and upload updated Child/Family Guidance Plan, as needed.
- The Teacher will discuss updates **every month** during the monthly meeting with the parent/guardian and Family Advocate (FA).
- If the FA cannot 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 Family Advocate will schedule an additional meeting to follow up monthly on the family goal with the family, as needed.
- The Teacher will include an invite to the IFSP Service Coordinator, as applicable.
- The Teacher 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).

Notes

Cancel Save

Delete New Note

Family Communication-Further Action Required 07/18/2023

PIR Services

Select Option

Select Option

Select Option

Associated with

☐ Concerns - Behavioral, 02/13/2023
 ☒ Behavior Intervention Plan - 02/15/2023

(0) Attachments

Add New:

Request for Emergency Consult:

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 and Disabilities Supervisor, Teacher, Family Advocate, Family Services Supervisor, MH Consultant, Education Coach, Education Supervisor/Manager, the IFSP case manager and/or IFSP Behavior Specialist (when applicable), and other departments as necessary.

Planned Transition: In order for a child to be placed on an Accommodation Plan, or if an alternative placement is considered the most appropriate, the Behavior and Disabilities Supervisor must receive verbal or written recommendation from the MH Consultant and approval from Agency Program Directors and Ed. Manager. 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** by all classroom staff.

Intentional 1-1 or small group activities are planned and documented on the weekly lesson plan, utilizing the Friday section.

- Challenging Behavior documentation will be completed weekly using the "Weekly Challenging Behavior Observation Report" and uploaded in Shine (Ed tab > Challenging Behaviors) by the end of every week, with parent input by teacher.
 - 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 (DECA) and send it to Beh./Dis Coordinator. A monthly meeting between Behavior and Disabilities Supervisor or Education Coach 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 unsafe challenging behaviors should receive all possible attempts to redirect or support to ensure the child can 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, see below.

- Teachers must document on the Weekly Challenging Behavior Observation Report if a call was made to the parent and if 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.”*

Emergency Plan

When it is determined that a child’s current behavior (**Tier 3**) 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
Step 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.	Center Staff & Site Manager	Center and Staff Safety Plan Form
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.	Center Staff & Site Manager	Challenging Behavior Report
b. If the child is unable to calm and participate in the classroom activities, then the classroom staff will receive approvals from Site Manager to call parent and explain situation. Problem-solve with parent.	Teacher and other center staff members who may need to assist with this process to ensure appropriate or safe staff/child ratios	Challenging Behavior Report

c. <u>If the child is continuing to participate in behaviors that pose as eminent danger, proceed to step 2.</u> Examples: Draws blood on peer/staff, causes lasting injury on peer or staff, uses an item as a weapon towards peer or staff, unable to keep safe regardless of Ukeru Physical Strategies used appropriately.	Teacher and other center staff members who may need to assist with this process to ensure appropriate or safe staff/child ratios	Challenging Behavior Report
Step 2: Further action cannot be taken until Site Manager has been notified <u>and receives approved next steps.</u>	Site Manager	
Step 3: The Site Manager will contact Behavior and Disabilities Supervisor (BDS), <u>or if not available Education Manager, for permission to</u> call the parent and stating: “Are you willing to be on site to support your child’s regulation and classroom safety?” If the parent is unable to support on site, Site Manager will request permission from the BDS to receive relief support until parent is available.	Site Manager, Behavior and Disability Supervisor, Education Manager, Education Department Staff	
Step 4: ASAP Site Manager will contact (via email) all listed to schedule an emergency consult within 24 hours of the incident occurring. • 0-5 HS Director • Ed. Manager • Ed. Supervisor • Behavior and Disability Supervisor • Education Coach, if applicable	Site Manager	Email summary of incident and request Emergency Consult

** For more related information see the [Child Guidance Policy 0-5](#) & the [Challenging Behavior Reporting Procedure 0-5](#). **