Challenging Behavior Guide

SOCFC's first priority is to the safety of children and staff. When a challenging behavior occurs within the center, support to staff by their Site Managers and Education Supervisors 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 teacher/specialist-child, parent-child, teacher/specialist-parent relationships, strengthen the child’s social emotional skills, and to 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. When a child exhibits any behavior that causes harm, threat, or safety of self or others, the teacher/specialist will follow the procedures below. Please see Behavior Observation Report for specific examples.

1. When a challenging behavior occurs, the teacher/specialist will document the challenging behavior on the Behavior Observation Report form as soon as possible after the behavior. Teacher/specialist will also document positive behaviors observed.

2. After class the team will debrief with as many team members who are present: Teacher/Specialist/TA/Specialists II, Family Advocate, Site Manager, and Education Supervisor. The debrief will consist of reviewing the Behavior Observation Report, discussing concerns, child needs and strengths, and assessing current classroom supports. The teacher/specialist will inform the Site Manager and Education Supervisor via email if not present. The Education Supervisor will contact the CDS (Child Development Specialist/Mental Health Consultant) about the challenging behavior when needed.

3. The Teacher/Specialist will contact the parent/guardian after the debrief and discuss the Behavior Observation Report, adding the parent input to the form. The applicable parts of the form is then to be transcribed into Shine. The parent is to sign form and receive a copy, and the original is to be added to the child’s file. If parent was notified by phone, document this in the Report and have parent sign when available. The Behavior Observation Report will be entered into Shine under the Education Tab>Challenging Behavior Documentation. The paper file will be input into the physical Child File.

4. The Education Supervisor will observe in the classroom within one week from when the concern was initiated (the Ed Supervisor schedules observation immediately, and informs teacher/specialist of Universal Support Strategies that should be in place). The Education supervisor and the teaching team along with the family
advocate (as available) will debrief the same day as the observation. A review of the child’s ASQ-SE may be needed. For Head Start, the Child Guidance Implementation Checklist will be completed by the education supervisor. For Early
Head Start, the Education Monitoring Tool will be completed by the Education Supervisor.

5. The Education Supervisor will help create an action plan for staff to implement in the classroom: Universal supports not implemented yet, revise matrix/classroom safety plan, and suggest other strategies not yet used. The Education Supervisor will inform Site Manager of the action plan. The action plan will be documented in the “notes” section of the Child Guidance Implementation Checklist for Head Start, and in the Education Monitoring Tool for Early Head Start.

6. The Teacher/Specialist will follow steps 1-3 whenever a new challenging behavior occurs. The challenging behavior report will be used to help assess the function of the behaviors.

7. The Education Supervisor will observe a second time in the classroom within one week of the initial observation to ensure the action plan is being followed, and to observe the child in the classroom.

8. If it is determined that a Child/Family Guidance Plan is needed, a staff/family consult will be scheduled immediately following the secondary observation. Invites should go to: Teacher/Specialist, Family Advocate, Parent/Guardian, Education Supervisor, DIS/MH Manager, Child Development Specialist, IFSP case manager (if applicable), and other departments as necessary. There needs to be a minimum of 3 Behavior Observation Reports entered in SHINE before a Child/Family Guidance Plan can be developed.

9. If it is determined that an individual observation of the child by the CDS is needed, the Teacher/Specialist or Family Advocate will ask the parent to sign the appropriate ROI, and ask the parent to fill out the Mental Health Behavior checklist. The Site Manager will be notified of the Individual Observation request and schedule the observation with the CDS.

10. The Education Supervisor and the Head Teacher/Teacher/Specialist is responsible for writing the Child/Family Guidance Plan, and will include input from the teacher/specialist, parent/guardian and the child development specialist. The teacher/specialist and family advocate will review the child/family Guidance plan with the parent/guardian. The parent will read and sign the “Child/Family Guidance Plan Agreement”, and monthly meetings between the teacher/specialist and parent/guardian will be scheduled at that time. Copies of the plan and agreement will be given to the parent/guardian. The Education Supervisor will notify the Education Director and the DIS/MH Manager of the new plan.

11. The Teacher/Specialist and Family Advocate will make the appropriate referrals for an IFSP (completed by the teacher/specialist) or MH services (completed by the FA). The ASQ-SE will be reviewed for accuracy and needed changes will be made. The MH referral will include a request for a skills trainer. The parent will sign applicable ROI’s.
12. The Child/Family Guidance Plan should be evaluated every two weeks, and officially updated once a month during the monthly meeting with the parent/guardian. Monthly documentation will be entered into SHINE with the note titled “Case Conference” and is to be associated to the “Behavior Intervention Plan”. Education Supervisors will review monthly case conference notes adding their initials to the end of the note confirming their review.

13. 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 education supervisor will call a team meeting to discuss and determine further options that support the child. The team meeting will include: the child’s Parent/Guardian, Teacher/Specialist, Education Supervisor, Education Director/Manager, HS Director, Dis/MH Manager, Site Manager, the IFSP case manager (when applicable), and other departments as necessary.