

# 2018/2019 KCReady4s Challenging Behavior Support

## Implementation of High Quality Practices

Pre-K Teaching teams and center directors work together, with the support of KCReady4s Teacher Mentors and GSRP Early Childhood Specialists, to implement high quality practices throughout the classroom.

- ◆ Provide a supportive classroom environment
- ◆ Build positive relationships with children and families
- ◆ Attend PD on challenging behaviors

### Support Documents:

Curriculum materials, PQA tool, MI Early Childhood Standards of Quality, Classroom Self Assessment, Developmental screening tools



## Challenging Behavior is Identified

The onsite support team meets together with a focus of exploring the classroom behaviors and seeking solutions. This includes all members of the pre-K teaching team, the center director, the Teacher Mentor, and the GSRP Early Child Specialist.

- ◆ Reflect on classroom practices
- ◆ Develop & implement action plan
- ◆ Review progress
- ◆ Adapt strategies and repeat

### Support Documents:

Classroom Self Assessment, Developmental Screeners, Child Assessment tools, Time Samples, ABC Charts, Tally Sheets, Incident Reports



## Access KCReady4s Behavior Support Specialist

Pre-K program provides the KCReady4s Teacher Mentor with necessary documentation, including parent consent, to access the behavior specialist.

- ◆ Initial Meeting with Onsite Support Team
- ◆ Classroom Observation
- ◆ Recommendations Meeting and Action Plan
- ◆ Follow Up Visit with Support Specialist

### Support Documents:

Challenging Behavior Support Request, Parent Consent Form, Observation Results and Recommended Strategies with Implementation Plan, Strategy Implementation Log

# 2018/2019 KCRReady4s Challenging Behavior Support

## Implementation of High Quality Practices

With the support of Teacher Mentors and GSRP Early Childhood Specialists, pre-K teaching teams strive to implement high quality practices which will benefit all children. Curriculum materials, the PQA tool, and the MI Early Childhood Standards of Quality will be used as resources.

- Pre-K teaching team members participate in 4 hours of Addressing Challenging Behavior training.
- Teaching teams may choose to use the *Supporting Behavior through Classroom Practices: Self-Assessment for Teachers* as a guide.

## Challenging Behavior is Identified

The *onsite support team* (consisting of the entire pre-K teaching team, the center director, the Teacher Mentor, the GSRP Early Childhood Specialist, and family members as appropriate) meets with a focus of exploring classroom behaviors and seeking solutions.

- **Collecting Documentation**
  - Complete the *Supporting Behavior through Classroom Practices: Self-Assessment for Teachers* tool. Teachers complete as a self-assessment, and support staff can use as an observational tool.
  - Review developmental screener, child assessment tools, anecdotal notes, family feedback, etc.
  - Utilize data collection tools such as time samples, tally sheets, ABC charts, incident charts.
- **Review Documentation and Create/Implement Action Plan**
  - Potential strategies are identified and implemented with fidelity for a pre-determined amount of time (i.e.) two to three weeks.
  - Onsite support team members observe implementation of strategies and provide feedback (i.e.) center director, Teacher Mentor, Early Childhood Specialist.
- **Review Progress**
  - The onsite support team meets to review documentation and evaluate successes. If challenging behavior is reduced, continue implementation of identified strategies.
  - If challenging behaviors continue, modify strategies and repeat above steps. Teacher Mentors and Early Childhood Specialists may access behavior support specialist for ideas and suggestions during this phase. Follow up meeting date is scheduled.
  - Onsite support team meets to determine success of modified strategies. If necessary, Teacher Mentor may suggest accessing the KCRReady4s Behavior Support Specialist.

## Access KCRReady4s Behavior Support Specialist

Pre-K program completes the *Challenging Behavior Support Request*, including required documentation and signed Parent Consent form, and gives to the KCRReady4s Teacher Mentor to initiate support from the behavior specialist.

- **Initial Meeting.** One hour meeting with onsite support team and behavior specialist.
- **Classroom Observation.** Behavior specialist conducts observation, typically 1-2 hours.
- **Recommendations Meeting and Action Plan.** Onsite support team meets to review recommendations and develop action plan. Pre-K teaching team commits 5-10 minutes daily to reflect on implemented strategies and document notes. Center director, Teacher Mentor, and GSRP Early Childhood Specialist team members support implementation through observation and feedback. The behavior specialist will communicate with family members as requested.
- **Follow Up Visit.** Onsite support team meets with behavior specialist to discuss strategies and refine action plan. Next steps may include revision of the action plan including follow-up visits with the behavior specialist, family/child referrals to additional support services (such as P.E.T. or others), etc. Pre-K teaching team continues to support the child with various strategies.