



Additional Classroom Supports

KCReady4s (Kzoo County Pre-K) Behavior Support

TIER 1 SUPPORTS

Tier 1 Supports
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:
Best Practices Checklists, Curriculum materials, PQA-R tool, CLASS tool, MI Early Childhood Standards of Quality, Child assessment/screening tools

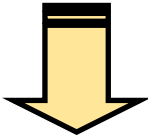


TIER 2 SUPPORTS

Tiers 2 Supports
Challenging Behavior is Identified
The team works together to collect behavior data, analyze the information, seek strategies and implement a behavior action plan. KCReady4s Behavior Specialist may be involved during this process.

- ◆ Focus on a specific child
- ◆ Document behavior, identify and implement strategies
- ◆ Monitor success and repeat

Support Documents:
Time Samples, ABC Charts, Tally Sheets, Incident Reports, child assessment information, Behavior Support Team Referral Form, Parent Consent, Implementation Log



TIER 3 SUPPORTS

Tier 3 Supports
The team continues to meet for follow up support and to seek solutions. Referrals for additional support services may be pursued in partnership with the family.

- ◆ Modify goals and/or action plan for follow-up support
- ◆ Assist family in seeking additional support services as recommended

Support Documents:
Observation Results and Recommended Strategies, additional documents as identified by the team



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Tier 1 Supports: Implementation of High Quality Practices

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

- Best Practices Checklists for Classroom Environment and Adult-Child Interaction are implemented.

Tier 2 Supports: Challenging Behavior is Identified

The *onsite 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. The KCReady4s Behavior Specialist may conduct an observation during this step.

- **Collecting Documentation**
 - Utilize data collection tools such as time samples, tally sheets, ABC charts, incident charts.
 - Review developmental screener, child assessment tools, anecdotal notes, family feedback, etc.
- **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, a Behavior Support Team (BST) Referral Form may be submitted to access KCReady4s Behavior Support Specialist for an observation (with family consent). *Additional documentation is required including behavior documentation forms, assessment data, etc.*
 - KCReady4s Behavior Support Specialist conducts a classroom observation.
 - A Behavior Support Team meeting is held with appropriate preschool staff, KCReady4s Teacher Mentor and GSRP Early Childhood Specialist, and family members. Possible solutions are generated and action steps are identified. The behavior plan is implemented with fidelity and documented using the Implementation Log.
 - Behavior support team reconvenes for a follow up meeting to determine success of strategies. If goals are met and action plan is working (progress has been identified), staff continue to monitor and TM/ECS provide ongoing support. Additional follow-up meetings may be scheduled.
 - If action plan is not working, the team identifies Tier 3 supports.

Tier 3 Supports: Continued Support with the Behavior Support Team

- After follow up meeting(s) with the Behavior Support Team, the team may meet again to modify and refine the goals and/or action plan for behavior support. Additional outside services (such as P.E.T. or others) may be recommended and facilitated by the appropriate team member. Pre-K teaching team continues to support the child with various strategies.