Pyramid Resources for Infant-Toddler Social-Emotional Development

Tier 2 and 3: Planning & Implementing Targeted Supports

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Learner Objectives

- **Understand challenging behavior**
- **Learn about the process of identifying the need for Tier 2 supports**
  - **Conduct universal screening to identify children who would benefit from Tier 2 supports**
  - **Set goals and develop a plan for implementing targeted supports**
  - **Conduct progress monitoring and use Data-Based Decision Making**
- **Introduce options for Tier 3 level support**

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Agenda

Setting the Stage

Overview for Today's Training

- **Understanding Challenging Behavior**
- **Universal Screening**
- **Setting Social-Emotional Goals**
- **Providing Tier 2 Supports**
- **Progress Monitoring and Data-Based Decision Making Model**

Wrap Up & Reflection

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Our Learning Environment

What makes a positive learning experience and environment for you?

What can the trainer do to facilitate a safe learning environment?

What are some agreements we can make together?

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Possible Shared Agreements

Confidentiality
Take Care of Yourself and Others
Demonstrate Respect for all
Right to Pass
Right to Take Risks
Assume Positive Intent
Recognize We Are All Learning

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CSEFEL Definition of Social/Emotional Development

The developing capacity of the child from birth through five…

- **to form close and secure relationships;**
- **experience, regulate, and express emotions in socially and culturally appropriate ways; and**
- **explore the environment and learn;**
- **all in the context of family, community, and culture.**

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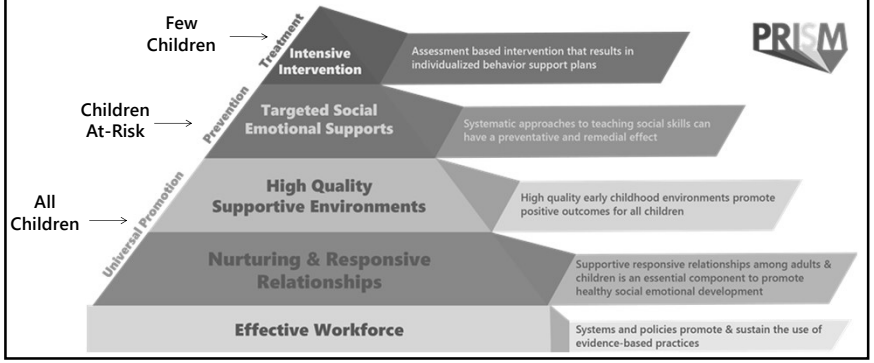
The Pyramid Model: Promoting Social-Emotional Competence & Addressing Challenging Behavior



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Challenging Behavior

What is Challenging Behavior for Infants and Toddlers?

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What is Challenging Behavior?

Any behavior that interferes with learning or engagement in prosocial interactions with peers and adults

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Consequence of not addressing the problem

Behavior may become:

- **Habitual**
- **More Frequent**
- **More difficult to change**

Behavior may impact:

- **Quality of care giving**
- **Delayed social development**
- **Peer relationships**

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Prolonged Challenging Behavior

- **High rates of suspension and expulsion with disparity based on race, gender, and disability status**
- **Young boys of color have highest rates of expulsion and suspensions**
- **Young children with disabilities are twice as likely to receive an out-of-school suspension**

****Later school success depends on learned emotional and behavioral skills before entering kindergarten.**

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Reasons for Challenging Behavior

- **Lack of skill in communicating & interacting with others**
- **Developmental surge**
- **Medical/health reasons**
- **Social emotional environment**
- **Discontinuity between care program & home**
- **A combination of more than one above**

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Expression of Emotion

Intensity

Frequency

Duration

istockphoto.com/Rebecca Ellis

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Group Discussion: Welcoming Families

What are some strategies you have used with families to ensure an equal partnership when focusing on their child's needs?

What do you think should be some dos and don'ts when communicating with families about their child's challenging behavior?

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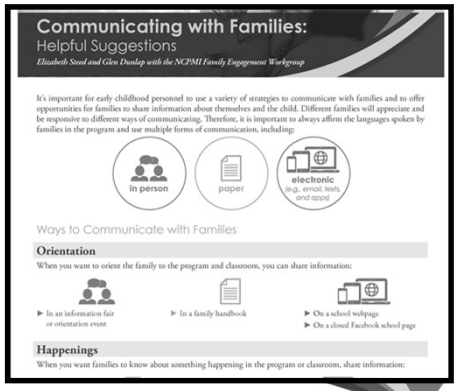
Communicating with Families

Handout 4

ChallengingBehavior.org



Communicating with Families:
Helpful Suggestions

Elizabeth Steed and Glen Dunlap with the NCPMI Family Engagement Workgroup

It's important for early childhood personnel to use a variety of strategies to communicate with families and to offer opportunities for families to share information about themselves and the child. Different families will appreciate and be responsive to different ways of communicating. Therefore, it is important to always affirm the languages spoken by families in the program and use multiple forms of communication, including:

in person | paper | electronic (e.g., email, texts, and apps)

Ways to Communicate with Families

Orientation

When you want to orient the family to the program and classroom, you can share information:

- In an information fair or orientation event
- In a family handbook
- On a school webpage
- On a closed Facebook school page

Happenings

When you want families to know about something happening in the program or classroom, share information:

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Family Conversations

- **How has your child been doing at home lately?**
- **I wonder if your child is experiencing any challenges at home recently?**
- **Is this behavior new or has your child been acting this way for some time?**
- **How do you respond at home when that happens?**
- **Have there been any changes at home that might help us understand how your child is feeling?**
- **Are you seeing these behaviors just at home, or with others as well?**

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Welcoming Families

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Providing Tier 2 Supports

Using Universal Screening, Progress Monitoring, & Data-Based Decision Making

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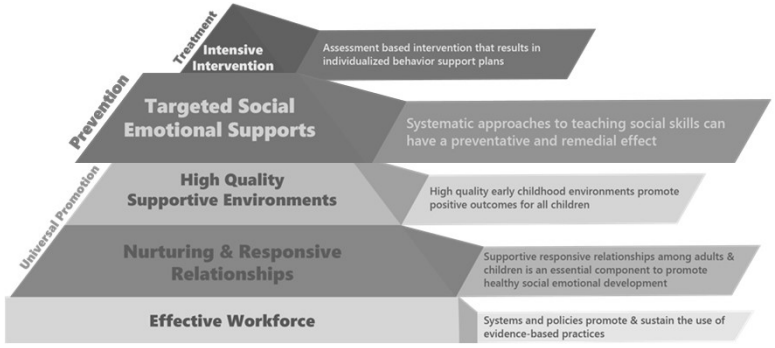
Overview of Tier 2 of the Pyramid Model



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Data-Based Decision Making

Ongoing process of gathering, analyzing, and evaluating information to guide decisions or actions

Key components:

1. **Data collection is ongoing**
2. **System for analyzing and evaluating information**
3. **Data help guide decisions or actions**

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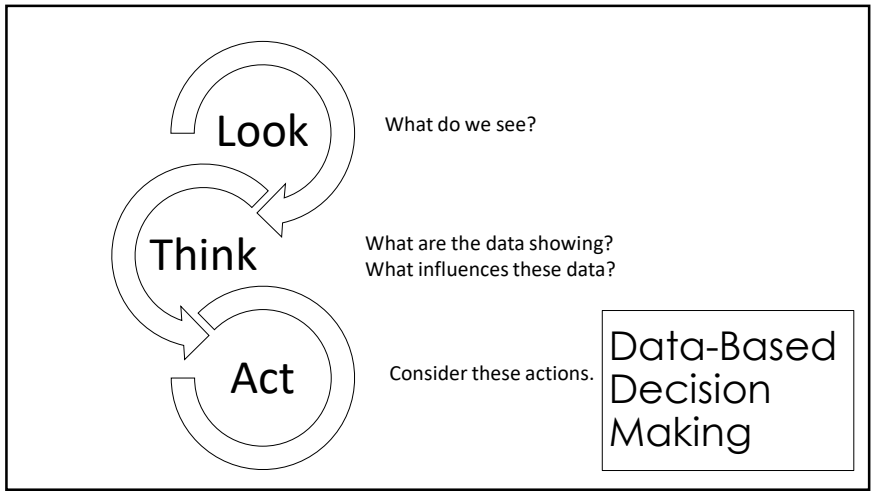
Look
What do we see?
Think
What are the data showing?
What influences these data?
Act
Consider these actions.
Data-Based Decision Making

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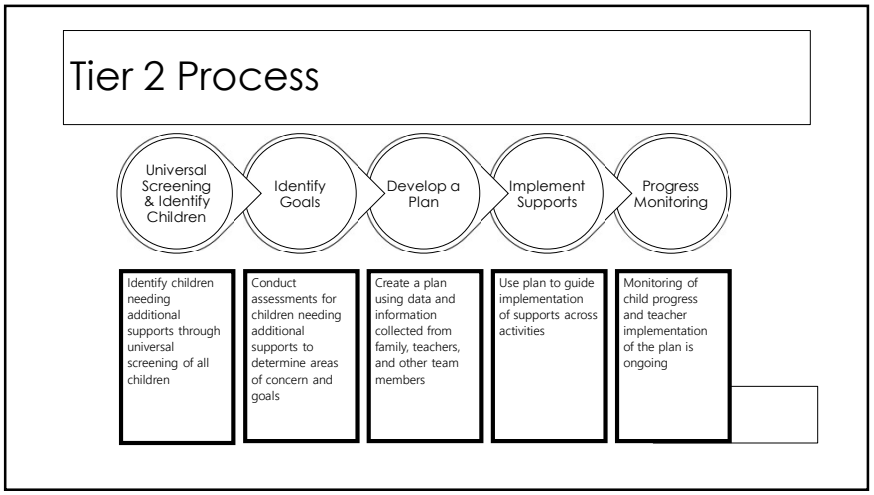
Tier 2 Process
Universal Screening & Identify Children
Identify Goals
Develop a Plan
Implement Supports
Progress Monitoring
Identify children needing additional supports through universal screening of all children
Conduct assessments for children needing additional supports to determine areas of concern and goals
Create a plan using data and information collected from family, teachers, and other team members
Use plan to guide implementation of supports across activities
Monitoring of child progress and teacher implementation of the plan is ongoing

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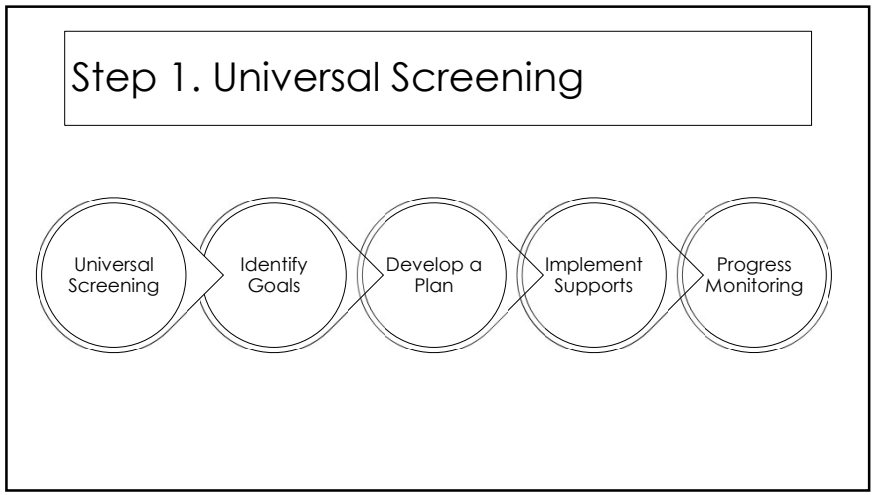
Step 1. Universal Screening
Universal Screening
Identify Goals
Develop a Plan
Implement Supports
Progress Monitoring

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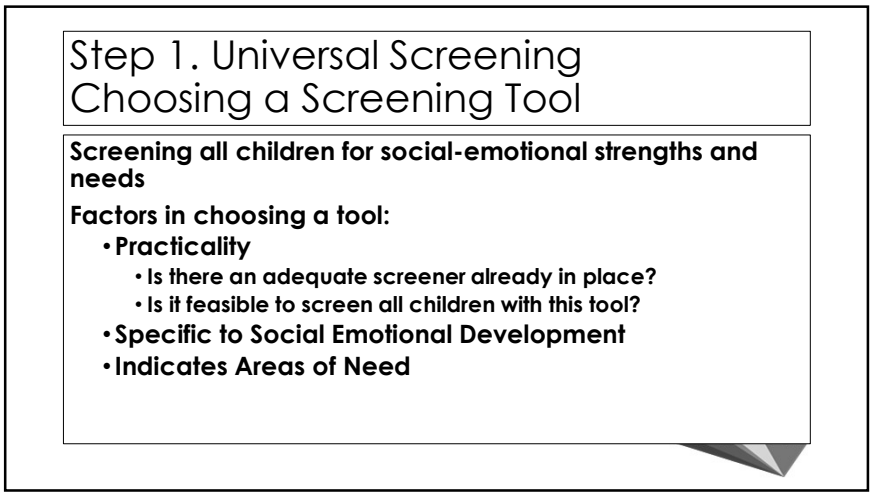
Step 1. Universal Screening Choosing a Screening Tool
Screening all children for social-emotional strengths and needs
Factors in choosing a tool:
• Practicality
• Is there an adequate screener already in place?
• Is it feasible to screen all children with this tool?
• Specific to Social Emotional Development
• Indicates Areas of Need

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Step 1. Universal Screening
What is the DECA?

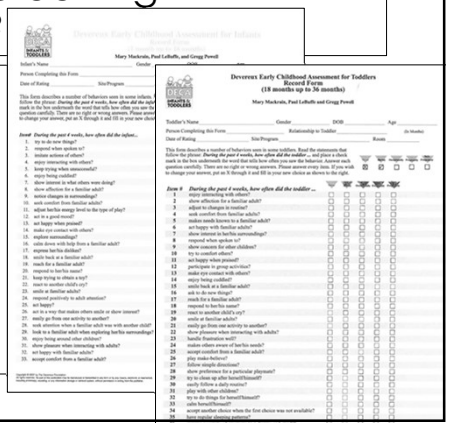
All Infants & Toddlers:

Attachment

Initiative

Toddlers Only:

Self Regulation



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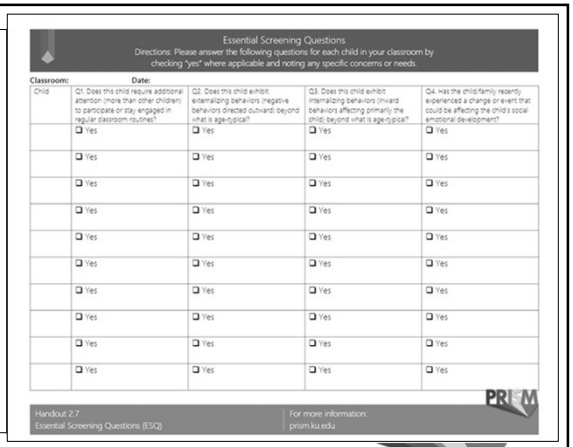
Essential Screening Questions



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Step 1. Universal Screening
Essential Screening Questions (ESQ)

Does this child require additional attention to participate or stay engaged in regular classroom routines?	**Does this child exhibit internalizing (withdrawing) behaviors beyond what is typical for his or her age?**
Does this child exhibit externalizing (acting outward) behaviors beyond what is typical for his or her age?	**Has the child/family recently experienced a change or event that could be affecting the child's social emotional development?**

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Step 1. Universal Screening
Determining Need for Tier 2 Supports

If the child has an "*area of need*" score in any DECA category, or if the teacher answers "*Yes*" to any of the Essential Screening Questions, the teacher should consider providing Tier 2 supports

If the child has a "*approaching area of need*" score in any DECA category, the teacher may wish to use Essential Screening Questions to decide whether the child needs Tier 2 supports

If a child has *no areas of concern* on the DECA and does not receive a "yes" response to any of the questions on the Essential Screening Questions, it is unlikely the child would need Tier 2 supports

Look:
Is there a problem?

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Step 1. Universal Screening Classroom Case Study

"Area of Need" on DECA?

"Yes" to any Essential Screening Question?

"Approaching Area of Need" on DECA?

DECA | Essential Screening Questions

Child	Attachment Relationships	Initiative	Self Regulation	Total Protective Factors	ESQ 1: Require additional attention?	ESQ 2: Externalizing behaviors?	ESQ 3: Internalizing Behaviors?	ESQ 4: Changes affecting SE needs?	Total Areas of Need	Total Approaching Need
Aaron	X	X		X	X		X		5	
Niki	/	/			X		X	X	3	2
Marcus										
Simeon		/								1
Grace			/							1

"X" = Area of Need

"/" = Approaching Area of Need

Look: Is there a problem?

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Step 2. Identify Goals

Universal Screening → Identify Goals → Develop a Plan → Implement Supports → Progress Monitoring

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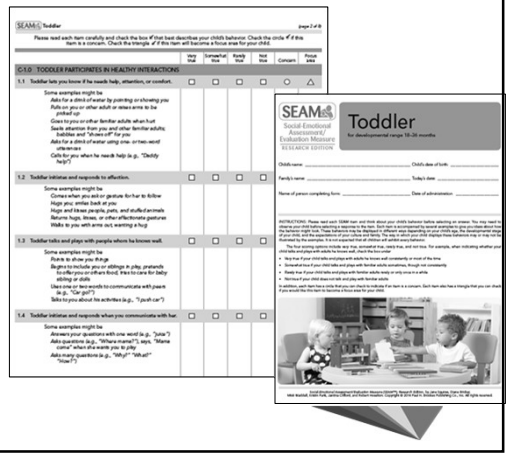
Step 2. Identifying Social-Emotional Goals

To support the identification of social emotional goals for children use the SEAM – the Social-Emotional Assessment Evaluation Measure.



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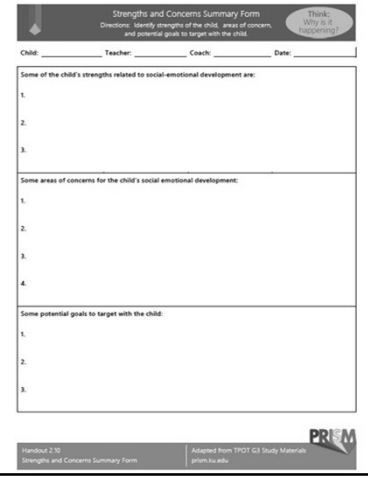
Step 2. Identifying Social-Emotional Goals

Strengths and Concerns Summary Form



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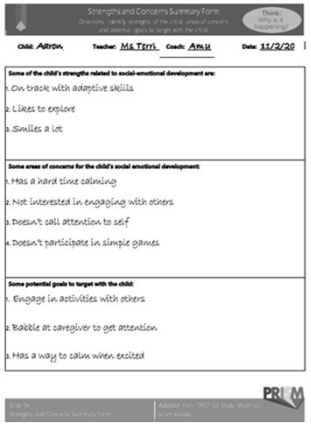
Step 2. Identifying Social-Emotional Goals
Case Study

Aaron's Strengths & Concerns Summary


Strengths and Concerns Summary Form

Directions: Identify strengths of the child, areas of concern, and potential goals to target with the child

Think: Why is it happening?

Child: Aaron, Teacher: Ms Terri, Coach: Amy, Date: 11/2/20

Some of the child's strengths related to social-emotional development are:

1. On track with adaptive skills
2. Likes to explore
3. Smiles a lot

Some areas of concerns for the child's social emotional development:

1. Has a hard time calming
2. Not interested in engaging with others
3. Doesn't call attention to self
4. Doesn't participate in simple games

Some potential goals to target with the child:

1. Engage in activities with others
2. Babble at caregiver to get attention
3. Has a way to calm when excited

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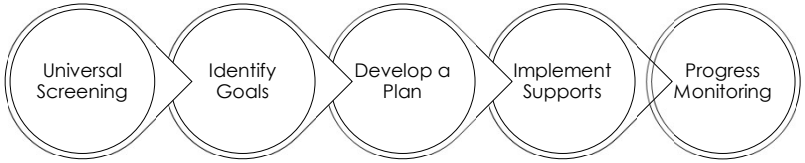
Step 3. Developing a Plan



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Step 3. Developing a Plan

Think: What should be done?

What to teach

When to teach

How to teach

Adapted from Embedded Instruction for Early Learning Project. (2015). Tools for Teachers Modules 1-4 [Workbook and Practice Guide]. Unpublished professional development series. College of Education, University of Florida, Gainesville, FL.

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Step 3. Developing a Plan: What to Teach

Think: What should be done?

Is what you want to teach <u>meaningful</u>?

- **A goal that is identified based on the SEAM as an area of concern and will help the child become more engaged and more independent in social interactions and/or in engagement throughout the day.**

Is what you want to teach <u>observable</u>?

- **A specific behavior you can see**

Is what you want to teach <u>measurable</u>?

- **A specific behavior you can count**

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Step 3. Developing a Plan: When to Teach

Think: What should be done?

Child Directed	Routine	Planned
Initiated or guided by the child Capitalize on child's motivation & interests	Regular occurrences of necessary events Provide multiple practice opportunities across activities	Occur with adult guidance Create multiple & varied opportunities for practice

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Step 3. Developing a Plan: How to Teach

Think: What should be done?

Strategies

- Verbal prompting
- Visual prompting
- Modeling
- Hand-over-hand
- Physical guidance
- Gesturing/sign language

Materials/Activities

- Signing songs
- Reading books
- Using puppets
- Pictures

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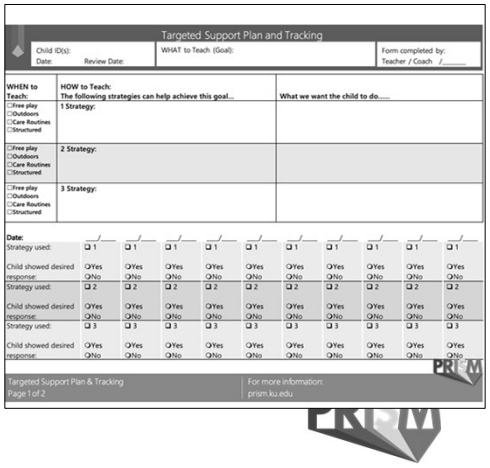
Step 3. Developing a Plan:

Think: What should be done?



Targeted Support Plan and Tracking

Child ID(s): Date: Review Date: | WHAT to Teach (Goal): | Form completed by: Teacher / Coach /_____

WHEN to Teach:	HOW to Teach: The following strategies can help achieve this goal...	What we want the child to do.....
☐Free play ☐Outdoors ☐Care Routines ☐Structured	1 Strategy:	
☐Free play ☐Outdoors ☐Care Routines ☐Structured	2 Strategy:	
☐Free play ☐Outdoors ☐Care Routines ☐Structured	3 Strategy:	

Date:	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
Strategy used:	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1
Child showed desired response:	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No
Strategy used:	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2
Child showed desired response:	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No
Strategy used:	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3
Child showed desired response:	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No

Targeted Support Plan & Tracking Page 1 of 2 | For more information: prism.ku.edu

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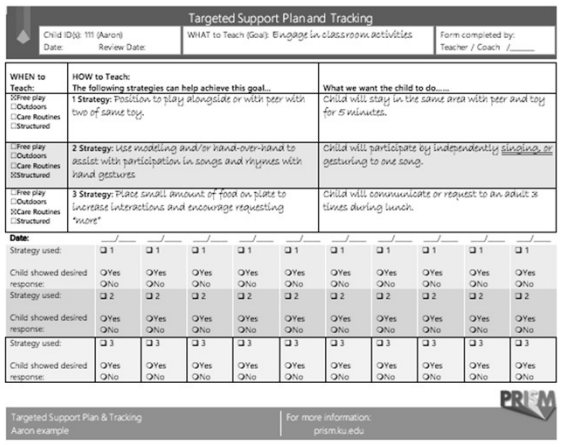
Step 3. Developing a Plan:

Think: What should be done?



Targeted Support Plan and Tracking

Child ID(s): 111 (Aaron) Date: Review Date: | WHAT to Teach (Goal): Engage in classroom activities | Form completed by: Teacher / Coach /_____

WHEN to Teach:	HOW to Teach: The following strategies can help achieve this goal...	What we want the child to do.....
☒Free play ☐Outdoors ☐Care Routines ☐Structured	1 Strategy: Position to play alongside or with peer with two of same toy.	Child will stay in the same area with peer and toy for 5 minutes.
☐Free play ☐Outdoors ☐Care Routines ☒Structured	2 Strategy: Use modeling and/or hand-over-hand to assist with participation in songs and rhymes with hand gestures	Child will participate by independently singing, or gesturing to one song.
☐Free play ☐Outdoors ☒Care Routines ☐Structured	3 Strategy: Place small amount of food on plate to increase interactions and encourage requesting "more"	Child will communicate or request to an adult 3x times during lunch.

Date:	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
Strategy used:	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1
Child showed desired response:	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No
Strategy used:	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2
Child showed desired response:	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No
Strategy used:	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3
Child showed desired response:	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No	❑Yes ❑No

Targeted Support Plan & Tracking Aaron example | For more information: prism.ku.edu

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Step 3. Developing a Plan

What will we teach Michael?

How are we going to teach Michael?

When are we going to teach Michael?

How are we going to teach Michael during that activity or routine?

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Step 3. Developing a Plan Activity: Plan Writing for Michael

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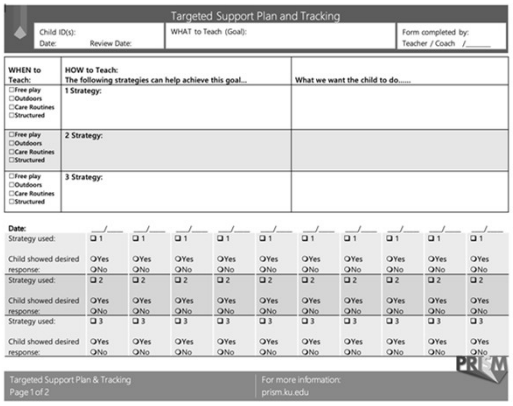
Step 3. Developing a Plan Activity: Plan Writing for Michael



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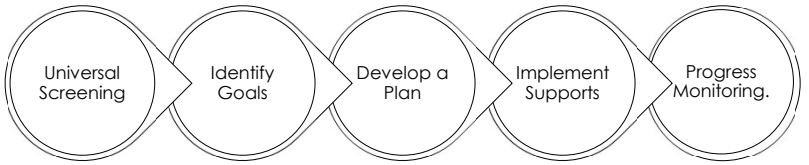
Step 4. Implementing the Plan



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Step 4. Implementing the Plan

Teachers implement target strategies with children within the context of play, routines and daily activities.

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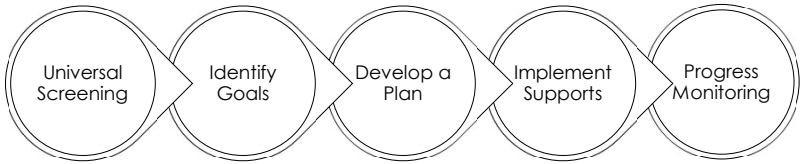
Step 5. Progress Monitoring



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Step 5. Progress Monitoring Tier 2 Measures

Teacher implementation measure	Child Outcome measure
• Are strategies being implemented as planned? • Are there multiple opportunities to practice? • Are more needed?	• Early Social Indicator – standardized measure of child social-emotional behaviors • Targeted Support Plan - teachers & coach report on child progress

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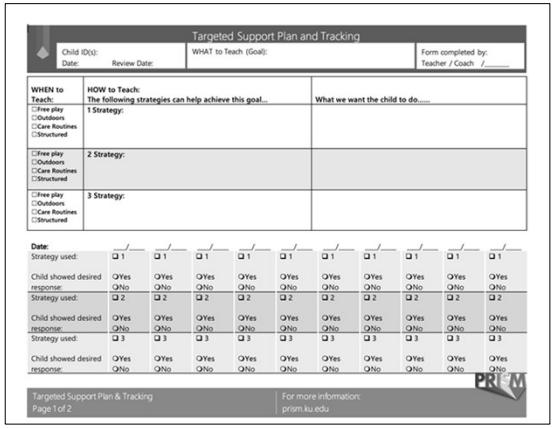
Step 5. Progress Monitoring

Targeted Support Plan and Tracking:

Teacher Implementation


Targeted Support Plan and Tracking

Child ID(s): Date: Review Date:

WHAT to Teach (Goal):

Form completed by: Teacher / Coach

WHEN to Teach:

HOW to Teach: The following strategies can help achieve this goal...

What we want the child to do.....

1 Strategy:

2 Strategy:

3 Strategy:

Date:

Strategy used:

Child showed desired response:

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Targeted Support Plan & Tracking Page 1 of 2

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Step 5. Progress Monitoring

Targeted Support Plan:

Child Monitoring

Date:	__/__	__/__	__/__	__/__	__/__	__/__	__/__	__/__	__/__	__/__
Strategy used:	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1
Child showed desired response:	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No
Strategy used:	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2
Child showed desired response:	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No
Strategy used:	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3
Child showed desired response:	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No	○Yes ○No

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Step 5. Progress Monitoring Early Social Indicator

- **Measure of child social-emotional behaviors**
- **Conducted by your coach and data shared with you**
- **Play-based assessment of child social skills**
- **Direct observation with familiar play partner (peer and/or adult)**
- **Helps you understand if child is progressing compared to peers their own age**

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Step 5. Progress Monitoring Is it working? Case study

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Progress Monitoring Example

Targeted Support Plan and Tracking

Child ID(s): 111 (Aaron) | Date: Review Date: | WHAT to Teach (Goal): Engage in classroom activities | Form completed by: Teacher / Coach /_____

WHEN to Teach:	HOW to Teach: The following strategies can help achieve this goal...	What we want the child to do.....
☒Free play ☐Outdoors ☐Care Routines ☐Structured	**1 Strategy:** Position to play alongside or with peer with two of same toy.	Child will stay in the same area with peer and toy for 5 minutes.
☐Free play ☐Outdoors ☐Care Routines ☒Structured	**2 Strategy:** Use modeling and/or hand-over-hand to assist with participation in songs and rhymes with hand gestures	Child will participate by independently singing, or gesturing to one song.
☐Free play ☐Outdoors ☒Care Routines ☐Structured	**3 Strategy:** Place small amount of food on plate to increase interactions and encourage requesting "more"	Child will communicate or request to an adult 3 times during lunch.

Date:	11/2	11/3	11/4	11/8	11/9	11/10	11/11	11/12	11/13
Strategy used:	☒ 1	❑ 1	☒ 1	☒ 1	☒ 1	❑ 1	☒ 1	☒ 1	☒ 1
Child showed desired response:	○Yes ☒No	○Yes ○No	○Yes ☒No	○Yes ☒No	☒Yes ○No	○Yes ○No	○Yes ☒No	☒Yes ○No	☒Yes ○No
Strategy used:	☒ 2	☒ 2	☒ 2	☒ 2	☒ 2	☒ 2	☒ 2	☒ 2	☒ 2
Child showed desired response:	○Yes ☒No	○Yes ☒No	☒Yes ○No	○Yes ☒No	☒Yes ○No	☒Yes ○No	☒Yes ○No	☒Yes ○No	☒Yes ○No
Strategy used:	❑ 3	☒ 3	☒ 3	☒ 3	❑ 3	☒ 3	☒ 3	❑ 3	☒ 3
Child showed desired response:	○Yes ○No	○Yes ☒No	○Yes ☒No	○Yes ☒No	○Yes ○No	☒Yes ○No	○Yes ☒No	○Yes ○No	○Yes ☒No

Targeted Support Plan & Tracking
Aaron example Progress Monitoring

For more information:
prism.ku.edu

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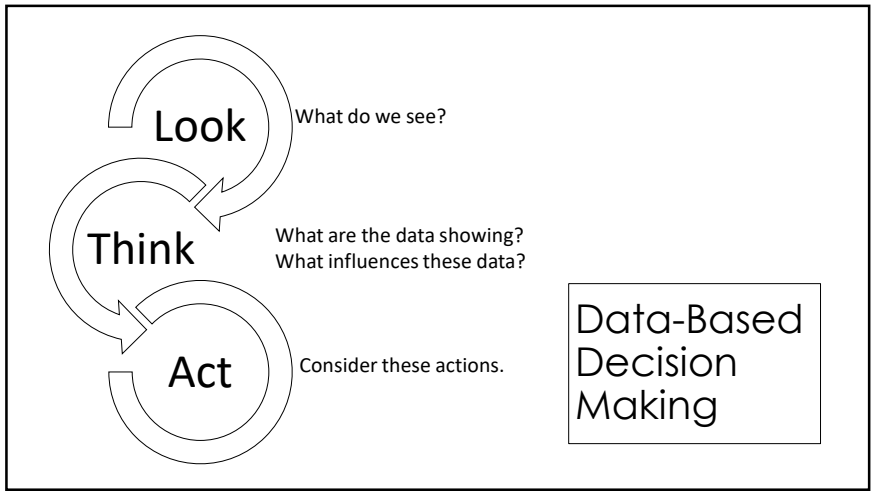

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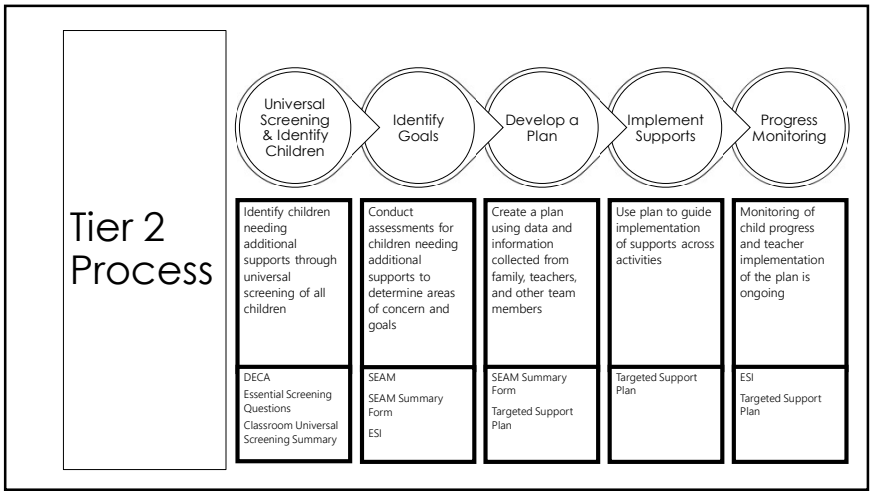

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Next Steps

Team process – you and your coach work together

Flexible process – our goal is to support child social-emotional development

Process begins by meeting with your coach

- **Review DECA results**
- **Think about Essential Screening Questions**
- **Bring your data, your thoughts, your concerns to your coach**

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Tier 3: Individualized Intensive Interventions

Developing a Behavior Support Plan

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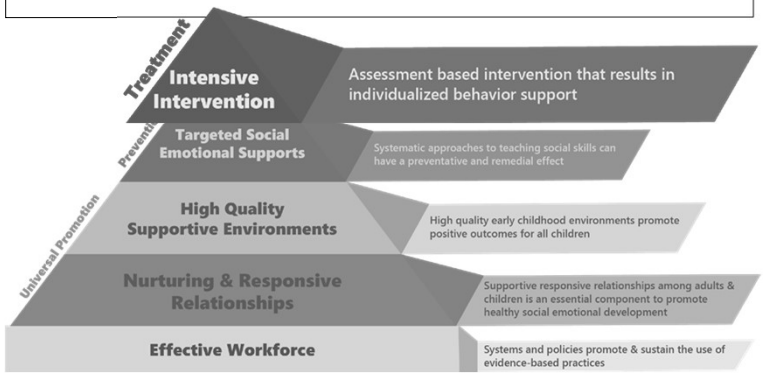
Overview of Tier 3



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EARLY INTERVENTION SERVICS

- **PART C of IDEA**
- **Available in every state**
- **Free or reduced fees**

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How does a child receive early intervention services?

- **Family member, physician, or childcare professionals can refer a child for assessment**
- **Reach out to the Parent Center in your state https://www.parentcenterhub.org/find-your-center/**
- **Ask child's pediatrician for referral information**
- **Contact the Part C coordinator in your state https://ectacenter.org/contact/ptccoord.asp**

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Primary Characteristics of a Program Process

Reflective, rather than reactive

Focus is on assisting child in getting needs met rather than eliminating the challenging behavior

Goal is to help the child with developmentally appropriate skills

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Your coach may ask you…

- **to describe what behaviors you are seeing**
- **to describe frequency and intensity of behaviors**
- **about possible related factors (e.g., sleep, medications)**
- **what sorts of things predict or trigger behaviors**
- **what you think encourages behaviors to continue**
- **how the child currently communicates**
- **what you have already tried to address concerns**
- **to identify possible reinforcers for the child**

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Teaming to Develop a Behavior Support Plan

Multiple informants to reflect on child behavior and the data collected

Multiple sources of support for creating and implementing the plan

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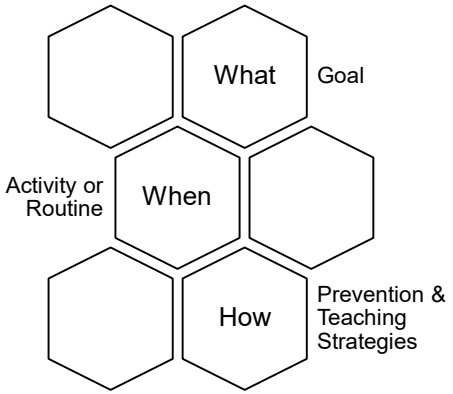
Elements of a Behavior Support Plan



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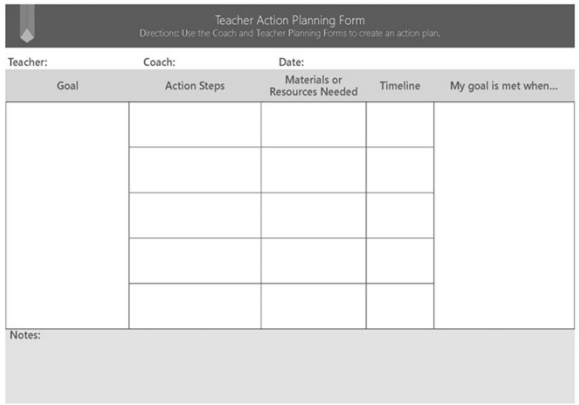
Continue with Teacher Action Plan

Teacher and coaches will continue with an action plan to discuss on a regular basis.


Teacher Action Planning Form

Directions: Use the Coach and Teacher Planning Forms to create an action plan.

Teacher: Coach: Date:

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...

Notes:

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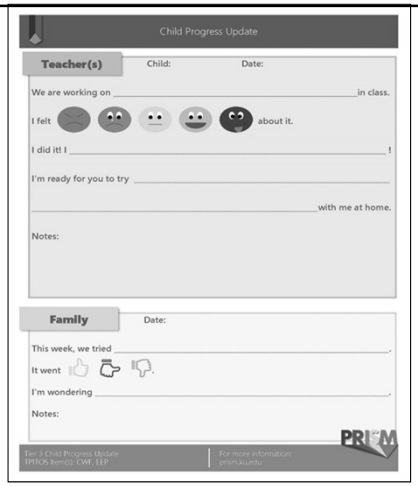
Progress Monitoring: Family Involvement

Child Progress Update



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Reflection

What questions do you have about the material we discussed?

What insights, if any, do you have about your own practices, the children, and/or their families?

What strategies did you see or hear that might be useful in your role and work?

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Targeted Support Planning Agenda

Part 1

- Setting the Stage
- Understanding Challenging Behavior
- Universal Screening

Break

Part 2

- Setting Social-Emotional Goals
- Providing Tier 2 Supports

Break

Part 3

- Progress Monitoring and Data-based Decision Making
- Options for Tier 3 Supports
- Wrap-up and Reflection

Other Information

Talking with Families about Challenging Behaviors: Do's and Don'ts

✓	⊘
Do individualize your approach when communicating with families.	Do not assume all families communicate the same way.
Do share the strengths of the child with the family.	Do not initiate the conversation by listing the child's challenging behavior.
Do explain to the family that you want to work with them to help their child develop appropriate behavior and social skills.	Do not begin the discussion by indicating that the child's behavior is not tolerable.
Do let the family know you are feeling concerned and want to do all you can to help their child feel safe, happy, and successful in your setting.	Do not indicate that the child must be punished or "dealt with" by the family.
Do tell the family about what has been observed in the classroom and has led to the conversation.	Do not ask the family if something has happened at home to cause the behavior.
Do ask the family if they have experienced similar situations and are concerned.	Do not indicate that the parent should take action to resolve the problem at home.
Do offer to work with the family in the development of a behavior support plan that can be used at home AND in the classroom.	Do not develop a plan without inviting family participation.
Do emphasize that your focus will be to help the child develop the skills needed to be successful in the classroom AND at home. There is a need for teaching and supporting.	Do not let the parent believe that the child needs more discipline.
Do stress that if you can work together, you are more likely to be successful in helping the child learn new skills. You value their contribution because they know their child best and can give clear ideas about what works for their child.	Do not minimize the importance of positive behavior support and helping the family understand the value of working together on the child's skill development.

Communicating with Families:
Helpful Suggestions

Elizabeth Steed and Glen Dunlap with the NCPMI Family Engagement Workgroup

It's important for early childhood personnel to use a variety of strategies to communicate with families and to offer opportunities for families to share information about themselves and the child. Different families will appreciate and be responsive to different ways of communicating. Therefore, it is important to always affirm the languages spoken by families in the program and use multiple forms of communication, including:

Ways to Communicate with Families

Orientation

When you want to orient the family to the program and classroom, you can share information:

- In an information fair or orientation event
- In a family handbook
- On a school webpage
- On a closed Facebook school page

Happenings

When you want families to know about something happening in the program or classroom, share information:

- On a board with daily/weekly reminders at program entrance or outside classroom
- On a family bulletin board
- In newsletters
- In weekly emails in electronic newsletter form
- Through an app like REMIND
- On a closed Facebook school page
- Group text messages

Progress Reports

When you want to share information with families about the child's day, use:

- Informal, regular face-to-face conversations

- Emails, texting, and phone calls
- Web-based home-school communication like Storypark, Preschool2Me, Brightwheel, HiMama, Learning Genie, ClassDojo, KidReports, MyProcare, Bloomz, or Seesaw
- Photo sharing through a program like Kaymbu or Tadpoles

- Daily notes or a communication notebook

Developmental Supports

When you want to share information to support children's development, do it through:

- Child-focused meetings such as parent-teacher conferences or IEP meetings
- Family events during mornings, evenings, or weekends (e.g., open house, family workshops, family breakfast at drop off, family festivals, fundraisers)
- In-person communication with specialists, such as an Early Childhood Mental Health Consultant, speech pathologist, or occupational therapist

- Provision of print or material resources (e.g., NCPMI resources) about social emotional development or a developmental issue (e.g., tantrums)

- Links to electronic resources (e.g., Backpack Series)
- Online portfolios; like Storypark, Preschool2Me, Brightwheel, HiMama, Learning Genie, ClassDojo, KidReports, MyProcare, Bloomz, or Seesaw

Ways to Invite Families to Share

Building a relationship is foundational to engaging families. Different families will prefer different strategies for sharing information about their child, themselves, and what they see as important. You'll need to provide choices and be responsive to parents' preferences.

Enrollment

When you want to learn about the family, child, and what is most important to them at intake, use:

- Home visits
- Program orientation
- Open house

- Screenings (e.g., ASQ:SE2) and assessments (e.g., SEAM, DECA)
- Questionnaires and forms (e.g., new student/family questionnaire, enrollment forms)
- All About Me form or poster with pictures of the child and family

Relationship

When you want to learn about the child and family and build a relationship over time, do it through:

- Informal face-to-face conversations at drop off and pick up
- Family events during evenings or weekends (e.g., family workshops)
- Child-focused meetings such as parent-teacher conferences or IEP meetings
- Collaboration with the Mental Health Consultant, behavior specialist, cultural liaison, and/or other professionals who work with the child and family

- Communication notebooks

- Emails, texting, and phone calls
- Communication app like REMIND
- Web-based home-school communication/ portfolios like Storypark and Seesaw

Input

When you want to have formal ways for families to provide input and support to the program, partner with them by inviting parents/caregivers to:

- Volunteer in the classroom
- Volunteer to help organize/carry out a school event or fundraiser
- Participate as a member of the family board
- Be a room parent/caregiver
- Serve on the Pyramid leadership team
- Get involved with the board of directors
- Make things for the classroom or program
- Help fix, clean, paint, and/or organize things during a workday at the school

National Center for Pyramid Model Innovations
ChallengingBehavior.org

NCPMI

University of South Florida

IDEAs that Work

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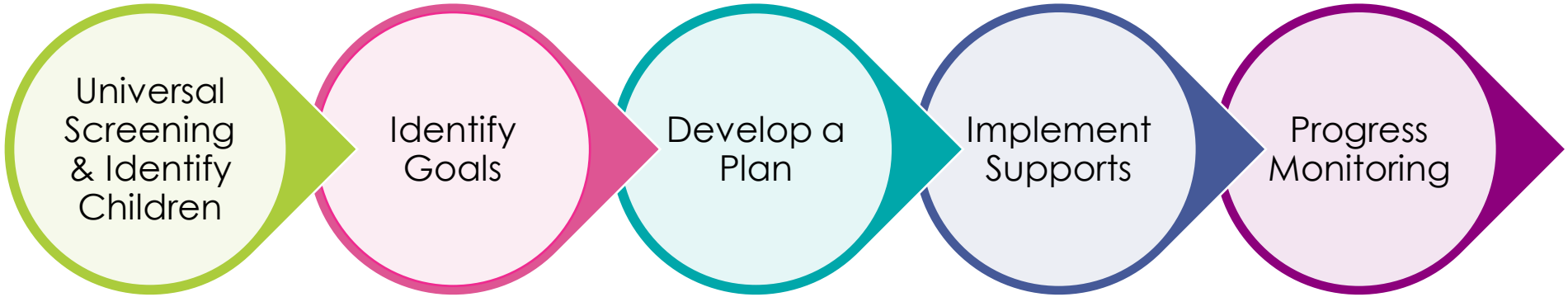
PRISM

Steps for Planning & Implementing Tier 2 Targeted Supports



Universal Screening & Identify Children	Identify Goals	Develop a Plan	Implement Supports	Progress Monitoring
Identify children needing additional supports through universal screening of all children	Conduct assessments for children needing additional supports to determine areas of concern and goals	Create a plan using data and information collected from family, teachers, and other team members	Use plan to guide implementation of supports across activities	Monitoring of child progress and teacher implementation of the plan is ongoing Decision making about next steps
DECA Essential Screening Questions Classroom Universal Screening Summary	SEAM SEAM Summary Form ESI	SEAM Summary Form Targeted Support Plan	Targeted Support Plan	ESI Targeted Support Plan

Devereux Early Childhood Assessment (DECA) Overview

What is the DECA?

The DECA is a 1-page early childhood assessment that provides information about a child's social-emotional strengths and needs.

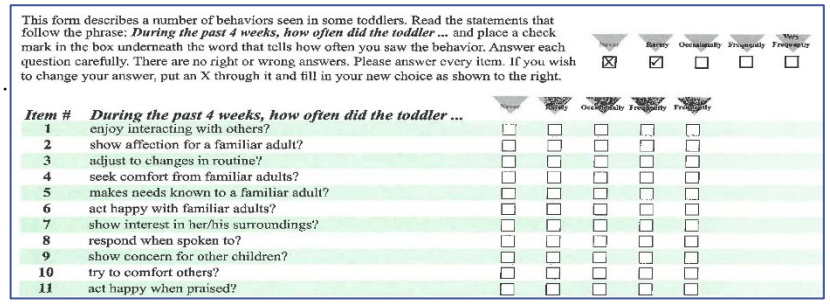
What scores does the DECA provide?

For infants and toddlers, the DECA provides scores for: 1) Attachment, or the mutual, strong, long lasting relationship between the child and significant adults; 2) Initiative, or the child's ability to use independent thought and actions to meet her or his needs; and 3) a Total Protective Factors scale, which provides an overall indication of the strength of a child's protective factors. For toddlers only, the DECA also provides a score for Self-Regulation, or the child's ability to gain control of and manage emotions, and sustain focus and attention.

What do DECA Questions look like?

When filling out the DECA, you will answer how often a child exhibited a specific behavior in the past four weeks. You will rate the child on a 5-point scale, ranging from Never to Very Frequently.

Sample Questions:
During the past 4 weeks, how often did the toddler…
try to do new things?
enjoy interacting with others?
easily follow a daily routine?



This form describes a number of behaviors seen in some toddlers. Read the statements that follow the phrase: ***During the past 4 weeks, how often did the toddler ...*** and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

Item #	*During the past 4 weeks, how often did the toddler ...*	Never	Rarely	Occasionally	Frequently	Very Frequently
1	enjoy interacting with others?	☐	☐	☐	☐	☐
2	show affection for a familiar adult?	☐	☐	☐	☐	☐
3	adjust to changes in routine?	☐	☐	☐	☐	☐
4	seek comfort from familiar adults?	☐	☐	☐	☐	☐
5	makes needs known to a familiar adult?	☐	☐	☐	☐	☐
6	act happy with familiar adults?	☐	☐	☐	☐	☐
7	show interest in her/his surroundings?	☐	☐	☐	☐	☐
8	respond when spoken to?	☐	☐	☐	☐	☐
9	show concern for other children?	☐	☐	☐	☐	☐
10	try to comfort others?	☐	☐	☐	☐	☐
11	act happy when praised?	☐	☐	☐	☐	☐

How do I score the DECA?

When finished filling out the DECA, pull off the perforated section of the form and gently separate the pages of the form. You will find instructions for scoring the DECA on the back page of the form. Video instructions are available at https://youtu.be/L97e8ZO_788.

Is there anything else I should know before filling out a DECA?

You should know a child for at least 4 weeks before completing a DECA on the child.

There are two DECA forms, a Yellow Infant Form for ages 0-17 months; and a Green Toddler Form for ages 18-36 months.

Use behaviors observed over the most recent 4-week period to answer the questions.

Do not consult with other adults in the classroom when filling out the DECA.

Do not compare children to each other when filling out the DECA.

Essential Screening Questions

Directions: Please answer the following questions for each child in your classroom by checking "yes" where applicable and noting any specific concerns or needs.

Classroom: **Date:**

Child	Q1. Does this child require additional attention (more than other children) to participate or stay engaged in regular classroom routines?	Q2. Does this child exhibit externalizing behaviors (negative behaviors directed outward) beyond what is age-typical?	Q3. Does this child exhibit internalizing behaviors (inward behaviors affecting primarily the child) beyond what is age-typical?	Q4. Has the child/family recently experienced a change or event that could be affecting the child's social emotional development?
	❑ Yes	❑ Yes	❑ Yes	❑ Yes
	❑ Yes	❑ Yes	❑ Yes	❑ Yes
	❑ Yes	❑ Yes	❑ Yes	❑ Yes
	❑ Yes	❑ Yes	❑ Yes	❑ Yes
	❑ Yes	❑ Yes	❑ Yes	❑ Yes
	❑ Yes	❑ Yes	❑ Yes	❑ Yes
	❑ Yes	❑ Yes	❑ Yes	❑ Yes
	❑ Yes	❑ Yes	❑ Yes	❑ Yes
	❑ Yes	❑ Yes	❑ Yes	❑ Yes
	❑ Yes	❑ Yes	❑ Yes	❑ Yes

Classroom Universal Screening Summary

Directions: Indicate an area of need on the DECA by writing an "X" in the corresponding box. Indicate approaching area of need by writing a "/" in the corresponding box. For ESQ, "X" if "yes." If no concerns, leave blank.

Class:

Date:

"X" = Area of Need

"/" = Approaching Area of Need

	DECA				Essential Screening Questions					
Child	Attachment Relationships	Initiative	Self Regulation	Total Protective Factors	ESQ 1: Require additional attention?	ESQ 2: Externalizing behaviors?	ESQ 3: Internalizing Behaviors?	ESQ 4: Changes affecting SE needs?	Total Areas of Need	Total Approaching Need

If the child has an "*area of need*" score in any DECA category, or if the teacher answers "*Yes*" to any of the Essential Screening Questions, the teacher should consider providing Tier 2 supports

If the child has an "*approaching area of need*" score in any DECA category, the teacher may wish to use Essential Screening Questions to decide whether the child needs Tier 2 supports

If a child has *no areas of concern* on the DECA and does not receive a "yes" response to any of the questions on the Essential Screening Questions, it is unlikely the child would need Tier 2 supports

Child Strengths & Concerns

Directions: Use the SEAM and/or other data to identify strengths, areas of concern, and potential goals to target with the child.

Think: Why is it happening?

Child: _____ **Teacher:** _____ **Coach:** _____ **Date:** _____

Some of the child's strengths related to social-emotional development are:

1)

2)

3)

Some areas of concern for the child's social-emotional development are:

1)

2)

3)

Some potential goals to target with the child:

1)

2)

3)

Targeted Support Plan and Tracking

Child ID(s): Date: Review Date:	WHAT to Teach (Goal):	Form completed by: Teacher / Coach /_____

WHEN to Teach:	**HOW to Teach:** **The following strategies can help achieve this goal…**	**What we want the child to do……**
☐**Free play** ☐**Outdoors** ☐**Care Routines** ☐**Structured**	**1 Strategy:**	
☐**Free play** ☐**Outdoors** ☐**Care Routines** ☐**Structured**	**2 Strategy:**	
☐**Free play** ☐**Outdoors** ☐**Care Routines** ☐**Structured**	**3 Strategy:**	

Date:	___/___	___/___	___/___	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Strategy used:	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1	❑ 1
Child showed desired response:	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No
Strategy used:	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2	❑ 2
Child showed desired response:	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No
Strategy used:	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3	❑ 3
Child showed desired response:	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No

Targeted Support Plan and Tracking

Multiple Children Data Sheet Date: Review Date:	WHAT to Teach (Goal):	Form completed by: Teacher / Coach /_____

1 Strategy:	**Child will:**
2 Strategy:	**Child will:**
3 Strategy:	**Child will:**

Date:	___/___	___/___	___/___	___/___	___/___	___/___	___/___	___/___	___/___	___/___
The following teaching strategies were used:	❑ 1 ❑ 2 ❑ 3	❑ 1 ❑ 2 ❑ 3	❑ 1 ❑ 2 ❑ 3	❑ 1 ❑ 2 ❑ 3	❑ 1 ❑ 2 ❑ 3	❑ 1 ❑ 2 ❑ 3	❑ 1 ❑ 2 ❑ 3	❑ 1 ❑ 2 ❑ 3	❑ 1 ❑ 2 ❑ 3	❑ 1 ❑ 2 ❑ 3
Child ID _____	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No
Child ID _____	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No
Child ID _____	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No
Child ID _____	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No	❍Yes ❍No

PART C EARLY INTERVENTION RESOURCES

Health care providers, including pediatricians, parents, social service workers, and YOU are just some of the people who can refer an infant or toddler for early intervention. Families do not have to wait for a referral from a pediatrician. YOU can assist families to find your community's early intervention office with the following resources:

- Call the state department of health or education

- Reach out to the Parent Training and Information Center in your state :
- https://www.parentcenterhub.org/find-your-center/

- Ask the pediatrician for a referral

- Visit the Early Childhood Technical Assistance Center's state-by-state contacts page:
- https://ectacenter.org/contact/ptccoord.asp

- Visit the CDC's U.S. State, Commonwealth & Territory Early Intervention Contacts list:
- https://www.cdc.gov/ncbddd/actearly/parents/state-text.html

When a call is made, explain that there are concerns for the child's development and request information on the evaluation process. Request for an evaluation is covered under Part C federal law and is typically free to families.