

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?




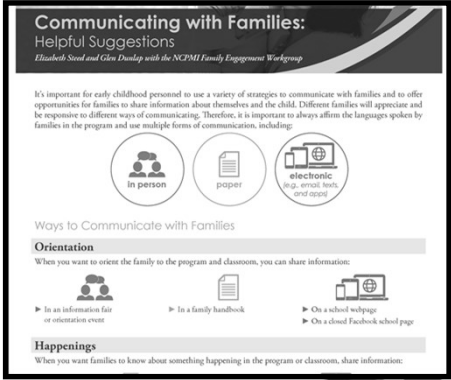
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Communicating with Families

Handout 4


ChallengingBehavior.org





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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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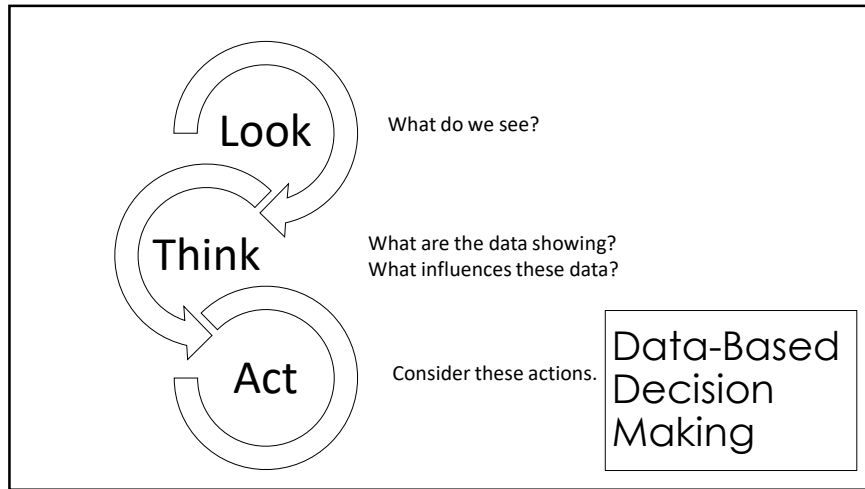
Data-Based Decision Making

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

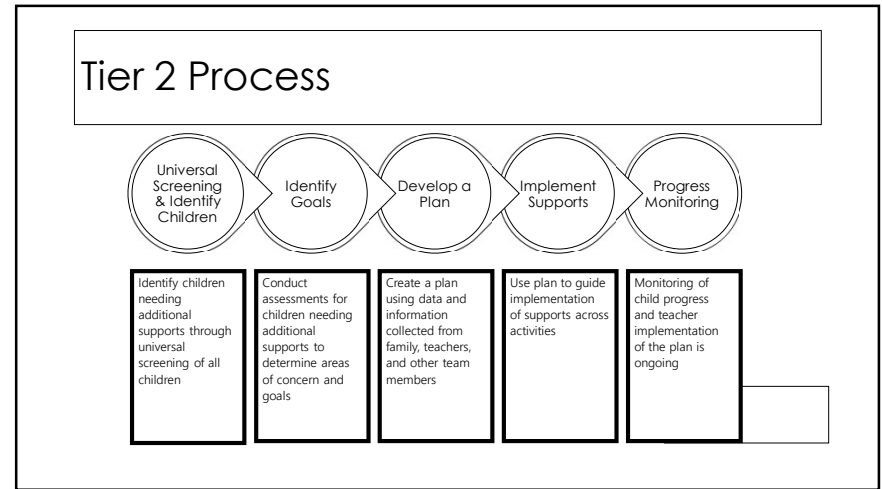
Key components:

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

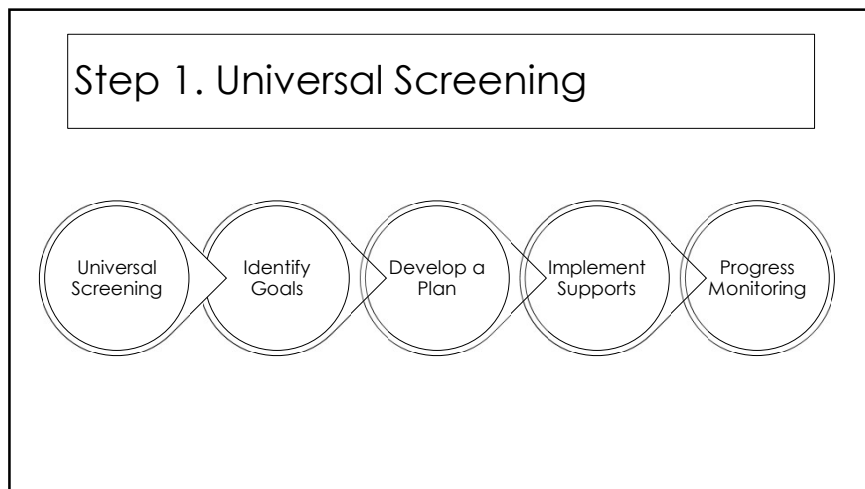
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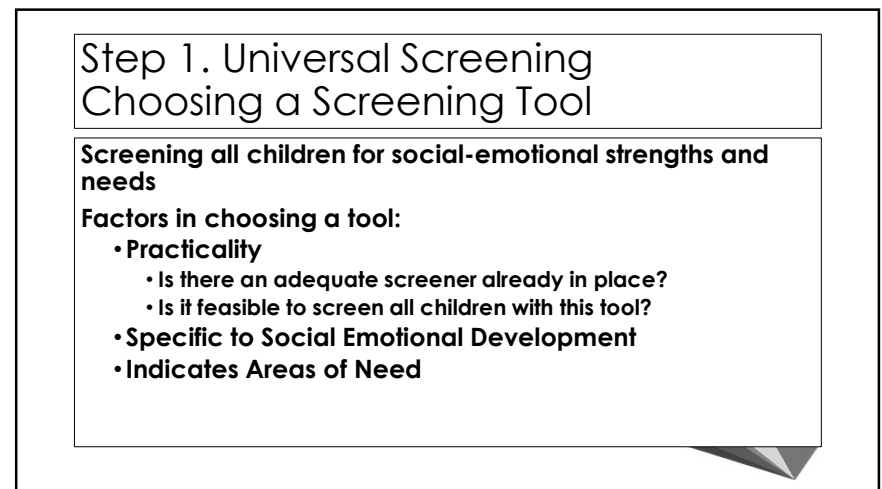
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Step 1. Universal Screening What is the DECA?

**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



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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?

Child	DECA Essential Screening Questions									
	Attachment Relationships Involutive	Social Pragmatics	Total Pragmatics	Total Pragmatics Factors	ESQ 1: Receptive Vocabulary Orientation?	ESQ 2: Emerging Behaviors?	ESQ 3: Interacting Behaviors?	ESQ 4: Communicative Behaviors?	Total Area of Need	Total Approaching Need
Aaron	X	X	X	X	X				5	
Niki	/	/			X	X	X		3	2
Marcus										
Simone	/									1
Grace	/									1

“X” = Area of Need
“/” = Approaching Area of Need

Look: Is there a problem?

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Step 2. Identify Goals

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graph LR
    A((Universal Screening)) --> B((Identify Goals))
    B --> C((Develop a Plan))
    C --> D((Implement Supports))
    D --> E((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.

SEAM Toddler
Please read each item carefully and check the box if you best describe your child's behavior. Check the circle if this item is a concern. Check the triangle if this item will require a close eye for your child.

ESQ: TODDLER PARTICIPATES IN HEALTHY INTERACTIONS

1.1. Toddler tells you how he/she feels (happy, sad, mad, or scared).
Some examples might be:
• Able to identify his/her feelings and tell you how he/she feels.
• Shows you how he/she feels when he/she is happy, sad, mad, or scared.
• Tells you how he/she feels when he/she is hurt, sick, or tired.
• Tells you how he/she feels when he/she is hungry, thirsty, or needs to go to the bathroom.

1.2. Toddler initiates and responds to affection.
Some examples might be:
• Comes when you call or gesture for him to follow.
• Holds your hand, arm, or shoulder affectionately.
• Holds to you when you are not wanting a hug.

1.3. Toddler initiates and plays with people who he knows well.
Some examples might be:
• Plugs to show you things.
• Shows you how he/she feels when he/she is happy, sad, mad, or scared.
• Tells you how he/she feels when he/she is hurt, sick, or tired.
• Tells you how he/she feels when he/she is hungry, thirsty, or needs to go to the bathroom.

1.4. Toddler initiates and responds when you communicate with her.
Some examples might be:
• Answers your questions with one word (e.g., "Yes").
• Also answers (e.g., "Where's daddy?", "What's daddy's name?", "Where's daddy's car?").
• Asks many questions (e.g., "Why?", "How?", "When?").

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Step 2. Identifying Social-Emotional Goals

Strengths and Concerns Summary Form

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

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

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

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.
- 4.

Some potential goals to target with the child:

- 1.
- 2.
- 3.

Handout 2.10
Strengths and Concerns Summary Form

Adapted from T301 C3 Study Materials
prim.ku.edu

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Step 2. Identifying Social-Emotional Goals Case Study

Aaron's Strengths & Concerns Summary

Think: What is the goal?

Strengths and Concerns Summary Form
Identify child's strengths, address areas of concern, and identify goals to target for instruction

Child: **AARON** Teacher: **Ms. Terry** Coach: **Ann M** Date: **11/2/20**

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

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

Some areas of concern 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. Reliable on caregiver to get attention
- 3. Has a way to calm when excited

PRIM

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Step 3. Developing a Plan

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graph LR
    A((Universal Screening)) --> B((Identify Goals))
    B --> C((Develop a Plan))
    C --> D((Implement Supports))
    D --> E((Progress Monitoring))
    
```

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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 meaningful?

- 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 observable?

- A specific behavior you can see




Is what you want to teach measurable?

- 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 Initiated or guided by the child  Capitalize on child's motivation & interests	Routine Regular occurrences of necessary events  Provide multiple practice opportunities across activities	Planned 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 <ul style="list-style-type: none"> • Verbal prompting • Visual prompting • Modeling • Hand-over-hand • Physical guidance • Gesturing/sign language 	Materials/Activities <ul style="list-style-type: none"> • 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):	Review Date:	WHAT to Teach (Goal):	Form completed by:							
			Teacher / Coach / _____							
WHEN to Teach: ☐ Free play ☐ Outdoors ☐ Care Routines ☐ Structured	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:	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1
Child showed desired response:	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
Strategy used:	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2
Child showed desired response:	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
Strategy used:	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3
Child showed desired response:	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes

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):	Review Date:	WHAT to Teach (Goal):	Form completed by:							
		Engage in classroom activities	Teacher / Coach / _____							
WHEN to Teach: ☐ Free play ☐ Outdoors ☐ Care Routines ☐ Structured	HOW to Teach: The following strategies can help achieve this goal...		What we want the child to do...							
1 Strategy:	Possibilities to play alongside or with peer with help of adult toy.		Child will stay in the same area with peer and toy for 5 minutes.							
2 Strategy:	Use modeling and/or hand-over-hand to assist with participation in songs and rhymes with adult gestures.		Child will participate by independently signing or gesturing to one song.							
3 Strategy:	Place small amount of food on plate to increase interactions and encourage requesting "more".		Child will communicate or request to an adult 2 times during lunch.							
Date:	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1
Child showed desired response:	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
Strategy used:	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2
Child showed desired response:	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes
Strategy used:	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3
Child showed desired response:	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes	☐ Yes

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?

Think:
What should be done?

clip 3.5

2.2 Internal & External Behaviors

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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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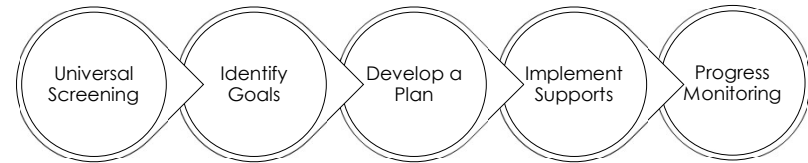
Step 4.
Implementing the Plan

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

- Are strategies being implemented as planned?
- Are there multiple opportunities to practice?
- Are more needed?

Child Outcome measure

- 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

Child ID(s):		Review Date:		WHAT to Teach (Goal):		Form completed by:	
						Teacher / Coach / _____	
WHEN to Teach: ☐ Free play ☐ Outdoors ☐ Care Routines ☐ Structured	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:		☐ 1	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1
Strategy used:	☐ 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
Strategy used:	☐ 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
Strategy used:	☐ 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

Targeted Support Plan & Tracking
Page 1 of 2

For more information:
prom.ku.edu

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Step 5. Progress Monitoring

Targeted Support Plan:

Child Monitoring

Date:	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Strategy used:	□ 1	□ 1	□ 1	□ 1	□ 1	□ 1	□ 1	□ 1	□ 1	□ 1
Child showed desired response:	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Strategy used:	□ 2	□ 2	□ 2	□ 2	□ 2	□ 2	□ 2	□ 2	□ 2	□ 2
Child showed desired response:	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Strategy used:	□ 3	□ 3	□ 3	□ 3	□ 3	□ 3	□ 3	□ 3	□ 3	□ 3
Child showed desired response:	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> 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

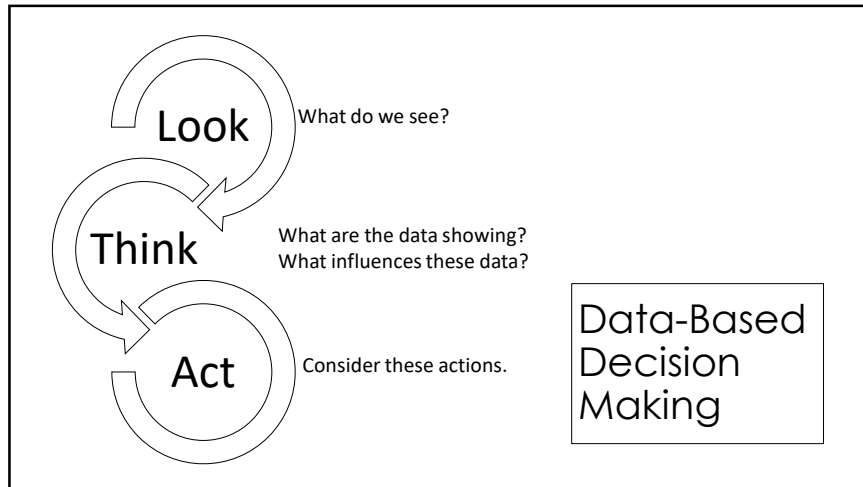
Targeted Support Plan and Tracking										
Child ID(s): 111 (Aaron)		WHAT to Teach (Goal): Engage in classroom activities					Form completed by: Teacher / Coach / J.....			
Date:		Review Date:								
WHEN to Teach:	HOW to Teach: The following strategies can help achieve this goal.					What we want the child to do:				
<input type="checkbox"/> Free play <input type="checkbox"/> Outdoors <input type="checkbox"/> Care Routines <input type="checkbox"/> 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.				
<input type="checkbox"/> Free play <input type="checkbox"/> Outdoors <input type="checkbox"/> Care Routines <input type="checkbox"/> 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.				
<input type="checkbox"/> Free play <input type="checkbox"/> Outdoors <input type="checkbox"/> Care Routines <input type="checkbox"/> 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:	11/1	11/1	11/1	11/1	11/1	11/1	11/1	11/1	11/1	11/1
Strategy used:	□ 1	□ 1	□ 1	□ 1	□ 1	□ 1	□ 1	□ 1	□ 1	□ 1
Child showed desired response:	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Strategy used:	□ 2	□ 2	□ 2	□ 2	□ 2	□ 2	□ 2	□ 2	□ 2	□ 2
Child showed desired response:	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Strategy used:	□ 3	□ 3	□ 3	□ 3	□ 3	□ 3	□ 3	□ 3	□ 3	□ 3
Child showed desired response:	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Targeted Support Plan & Tracking
Aaron example Progress Monitoring

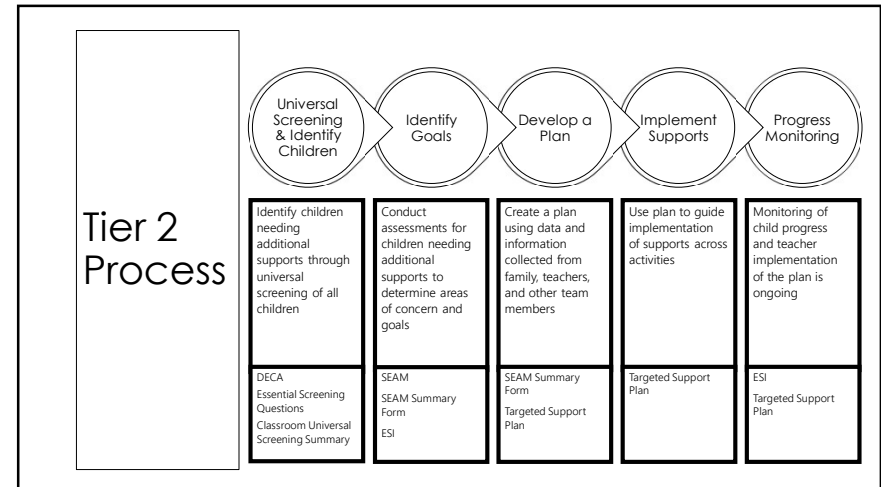
For more information
prism.ku.edu



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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 SERVICES

- **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

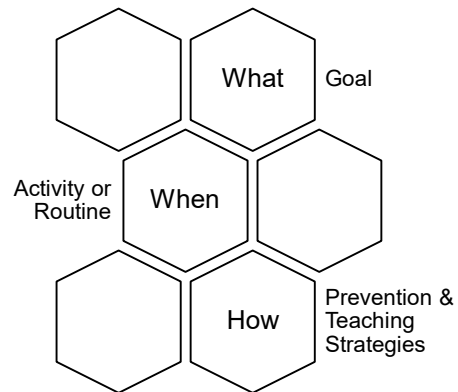
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Teaming to Develop a Behavior Support Plan

- **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

Child Progress Update

Teacher(s) Child: _____ Date: _____

We are working on _____ in class.

I felt 😞 😐 😊 😄 about it.

I did it I _____

I'm ready for you to try _____ with me at home.

Notes: _____

Family Date: _____

This week, we tried _____

It went 👍 👎 👉

I'm wondering _____

Notes: _____

PRIM

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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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