



Targeted Support Planning

Pyramid Resources for Infant-Toddler
Social-Emotional Development
Juniper Gardens Children's Project
University of Kansas

Adapted from:
The Center on the Social and Emotional
Foundations for Early Learning (CSEFEL)
Vanderbilt University

*"Be the person you needed
when you were younger."*

-Ayesha Siddiqi

These materials were supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A170118 to University of Kansas. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education. You may reproduce these materials for training and information purposes.

PRISM Training Module Series

Introduction & Understanding
Social-Emotional Development

Focusing on Relationships

Responsive Routines,
Schedules, & Environments

Understanding Child Behavior

Developing Emotional Literacy
& Teaching About Feelings

Supporting Active Engagement

Promoting Positive Peer Interactions

Challenging Behavior

Targeted Support Planning

PRISM Training Modules*: Targeted Support Planning

While learning about procedures for using targeted support planning in your classrooms, we will explore the importance and complexities of challenging behavior and providing the appropriate support. Participants should leave understanding that most children will develop strong social-emotional skills from exposure to high-fidelity Tier 1 supports in their classroom, but supports can be implemented for those whom high-fidelity Tier 1 supports are not sufficient. This training covers topics related to children with a higher level of need to support their social and emotional growth. This should be done using data-based decision making and with a team approach. It is recommended the trainer spend time reflecting on the discussion questions prior to the training to be prepared to share their own experiences and facilitate discussions.

Learner Objectives

Understand challenging behavior

Learn about the process of identifying the need for Tier 2 supports

Introduce options for Tier 3 level support

Agenda

- I. Setting the Stage: Review - 10 minutes
- II. Understanding Challenging Behavior - 30 minutes
- III. Universal Screening- 30 minutes
- IV. Setting Social-Emotional Goals- 25 minutes
- V. Providing Tier 2 supports - 20 minutes
- VI. Progress monitoring and Data based decision making - 20 minutes
- VII. Options for Tier 3 supports - 20 minutes
- VIII. Wrap-up & Reflection - 5 minutes

My Notes:

*For references and more information about the PRISM Training

Training Preparation (edit below)

- ☐ Print PRISM Targeted Support Planning - All Handouts, 1 copy per participant, double-sided, or print each handout listed below individually
- ☐ Review videos
- ☐ Prepare and print certificates of completion
- ☐ Activity:
- ☐ Activity:

Handouts

- ☐ PRISM Targeted Support - 1 PowerPoint
- ☐ PRISM Targeted Support - 2 Agenda
- ☐ PRISM Targeted Support - 3 Talking with Families
- ☐ PRISM Targeted Support - 4 Communicating with Families
- ☐ PRISM Targeted Support - 5 Tier 2 Steps
- ☐ PRISM Targeted Support - 6 DECA overview
- ☐ PRISM Targeted Support - 7 Essential Screening Questions
- ☐ PRISM Targeted Support - 8 Classroom Universal Screening Summary
- ☐ PRISM Targeted Support - 9 Strengths and Concerns Summary
- ☐ PRISM Targeted Support - 10 Targeted Support Plan and Tracking Form
- ☐ PRISM Targeted Support - 11 Part C

Videos

- ☐ PRISM Targeted Support- Internal and External Behaviors
- ☐ PRISM Targeted Support - Response to Challenging Behavior

Materials Needed:

Technology

- ☐ PowerPoint File
- ☐ Video Files
- ☐ Computer
- ☐ Projector

Printables

- ☐ Handouts
- ☐ Certificates of Completion
- ☐ Sign-in Sheet

Supplies

- ☐ Name tags
- ☐ Pens
- ☐ Snacks and drinks
- ☐ Chart paper/white board and markers
- ☐ Table fidgets/manipulatives

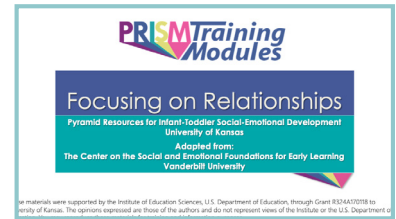
Other Items

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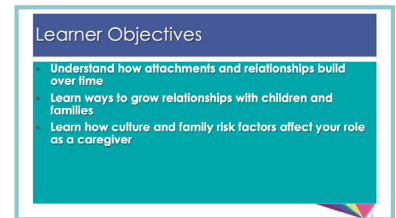
Slide 1: Introduction

As we look at how best to provide targeted supports for some children in our classrooms, it is important to remember our first step is always to create a setting with strong Tier 1 practices in place. Today we will look at what child behaviors or challenges may require some extra support or additional planning to ensure each child is forming strong social emotional skills.



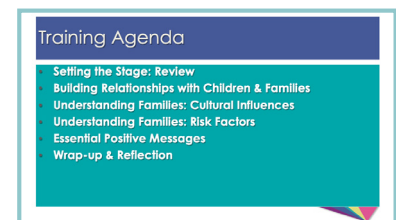
Slide 2: Learner Objectives

Our session today will focus on challenging behavior and situations, and how we use universal screening to identify individual child needs. We will talk about how we can work as a team with families and other professionals to set social-emotional goals and provide additional targeted and individualized supports. We will also talk about how we can monitor progress over time and use data-based decision making to make informed decisions about additional supports. Finally we will introduce strategies to support the children with the highest level of need by introducing possible models for Tier 3 individualized supports.



Slide 3: Training Agenda

Our earlier sessions focused on practices that help support the social-emotional development of all children in the classroom. We know that all children thrive in environments where they experience high-quality supportive environments and nurturing and responsive relationships. In our past sessions, we've focused on practices for building relationships, promoting engagement, teaching about emotions, and promoting peer interactions, and how these practices can be used throughout the classroom.





Slide 4: Our Learning Environment

We'll be spending a lot of time together throughout this training. It's helpful to decide together what sorts of agreements are important to the group. Think about what makes a positive learning environment for you. What are those things?

Pause for responses.



Slide 5: Possible Shared Agreements

With that in mind, what are some agreements we can make about how our learning environment should look? You can use the agreements on the slide as a jumping point.

Pause for responses, then summarize agreements.



Slide 6: CSEFEL Definition of Social-Emotional Development

The Center for Social-Emotional Foundations for Early Learning has defined social emotional development as the central concept on which these modules are developed

"The term social emotional development refers to the developing capacity of the child from birth through five years of age to form close and secure adult and peer 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."

Let's take this definition apart a bit, first looking at the term "Developing capacity"— Infants and toddlers grow and change quickly, gaining more skills in all areas of development: physical, cognitive, and social emotional. Think about the different abilities of a newborn, a 1-year-old, 2-year-old, and 3-year-old. What is appropriate social and emotional development must be constantly viewed through the lens of what is appropriate for the child's development. For example, we would not expect a 1-year-old to describe how he is feeling in words or sentences, and we would expect



Slide 6 cont.

that a 3-year-old would continue to have difficulty regulating her own emotions but would be much better able to do so than an 18-month-old. Another example could be that we would not expect a six-month-old to get up and walk about the room, but we would not be surprised to see a two-year-old do this.

Social emotional development grows based on abilities and learning over time. It is a process just like learning to talk or walk.

What are infants and toddlers developing capacity for? First, to “Form close and secure adult and peer relationships” — Infants and toddlers require nurturing relationships with adult caregivers for healthy social emotional development. When adults are loving, responsive and consistent in their care, very young children learn that they are valued and that their world is primarily satisfying and predictable. They learn through these relationships how to interact with their peers and other adults. Next, they are forming the capacity to experience, regulate, and express emotions in socially and culturally appropriate ways” — Joy, sadness, and frustration are just some of the emotions that all children experience during their first years. Infants and toddlers watch important adults to figure out how they should feel and act in certain situations. With adult help, they increasingly learn how to control or regulate their emotions so that they don’t get overwhelmed by them.

Slide 7: The Pyramid Model

The Pyramid Model involves three tiers of supports to ensure all children receive the level of support they need: Tier 1 Class wide Universal Practices, Tier 2 Targeted Supports, and Tier 3 Intensive Individualized Interventions. Even with high quality implementation of Tier 1 universal practices, some children still need additional supports. The Pyramid Model provides a framework for determining when Tier 2 or Tier 3 supports are needed, planning for implementation of those supports, and evaluating how those supports are working.

When we talk about Tier 2 supports, these are targeted strategies aimed at increasing children's social skills and preventing additional problems or challenging behavior. The teaching strategies might include explicit instruction and support around social-emotional skills, support for self-regulation, explicit teaching related to social relationships, understanding emotions, and problem solving.

In looking at the top level of the Pyramid, Tier 3, this smallest part of the pyramid represents individualized behavior supports that are reserved for the very few children who continue to exhibit persistent and intense behavior that cause them difficulties even when:

- Caregivers have attended to the issues addressed at the base of the Pyramid (Tier 1) focusing on nurturing and responsive relationships, and high-quality supportive environments.
- The care setting has been arranged carefully to promote appropriate behavior
- Tier 2 targeted supports have already been implemented, and despite high fidelity implementation of these supports, the challenging behaviors continue.

Some classrooms may not have any children who require Tier 3 supports, or there may just be 1 or 2 children in a classroom or a center.

Some infants and toddlers may come to us with these behaviors while others may develop them while in our care. Our goal is to address the distress of these very young children and to intervene before the behavior becomes entrenched for the child and seriously impacts the family, the care setting, and the child's relationships. It is important to be able to respond effectively to this group of children, because we know that many of them are vulnerable and are at risk



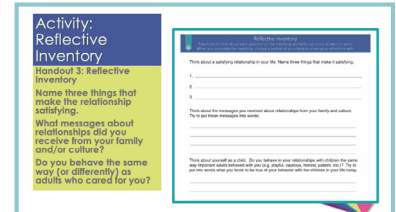
Slide 7 cont.

of being expelled from childcare settings, if these behaviors persist. These are often the children (and families) who could most benefit from the support of a high-quality care and education program.

Slide 8: Challenging Behavior

Throughout infant and toddler development, new challenges emerge. These challenges may be due to acquiring a new skill, such as tantrums increasing as independence develops, or because a skill has not yet developed. For example, a child may bite because she lacks the ability to use words to describe what she needs.

Sometimes our expectations of children lead us to view their behavior as unusually challenging, when in fact it may be typical developmental behavior (e.g., while tantrums can be challenging, they are part of typical development).



Activity: Reflective Inventory

Handout 3: Reflective Inventory

Name three things that make the relationship satisfying.

What messages about relationships did you receive from your family and/or culture?

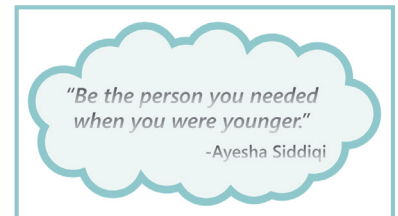
Do you behave the same way (or differently) as adults who cared for you?

Slide 9: What is Challenging Behavior?

Challenging behavior is a behavior that interferes with learning or with engagement in pro-social interactions with peers and adults.

For infants and toddlers, challenging behaviors may also include behaviors that are considered typical for their development. Fussiness and crying are challenging behaviors, but they are also behaviors that may be considered “typical” for this age group.

Can you think of some behaviors that are “challenging” but are common for infants and toddlers?



Presenter Notes:

Possible responses:

Biting

Whining

Crying when caregivers leave

Tantrums when told you can't go outside

Hitting when another child takes their toy



Slide 10: Consequences of Not Addressing the Problem

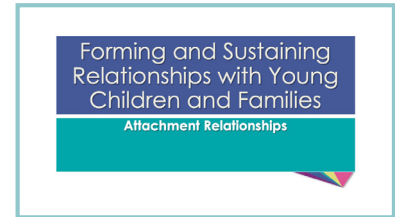
While some challenging behaviors are, in many cases, typical, there are some behaviors that infants and toddlers exhibit that can be more intense, or last longer than is typical for infants and toddlers.

Whether behaviors are considered typical or not, it is important that we consider the consequences of not addressing the problem behaviors. Over time, a challenging behavior may become habitual, more frequent, or more difficult to change. The behavior may impact the quality of caregiving.

For instance:

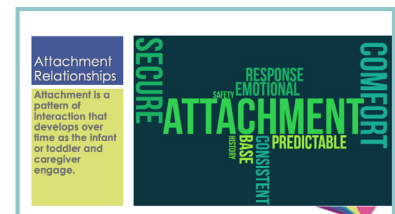
- A baby who is extremely fussy might receive less positive attention and handling from adults and therefore become delayed in her social development, (i.e., responsive smiling, waving, responding to her name).
- A baby who is quiet and hard to engage and does not seek out attention may be left alone too often by caregivers who do not feel connected to that child.
- A toddler who frequently bites his peers when stressed may not have as many opportunities to learn to play cooperatively or develop age-appropriate language skills because the other children avoid him, Peer relationships may be impacted.

Additionally, a child may be less able to focus on other aspects of learning due to expending energy on emotional stress or challenging behavior or having fewer opportunities for practice.



Slide 11: Prolonged Challenging Behavior

Prolonged challenging behavior can have significant long-term consequences. In private childcare, we see high rates of suspension and expulsion for infants, toddlers, and preschoolers, with large disparities based on race, gender, and disability status. Young boys of color have the highest rates of suspension and expulsion, and young children with disabilities are twice as likely to receive an out-of-school suspension than students without disabilities.



Slide 11 cont.

Decades of research has established that children's school success depends on whether they have learned certain emotional and behavioral skills before they enter kindergarten. The care provided in the infant, toddler, and preschool years lays an important foundation for later success, which is the rationale for why we are here today talking about how we can prevent challenging behavior and teach social-emotional competence. So, our problem-solving emphasis is typically on relieving the distress the child may be experiencing early on, teaching and supporting social-emotional competence to prevent further challenges.



Slide 12: Reasons for Challenging Behavior

There are several reasons why children engage in challenging behavior. Two major influences on challenging behavior, and social-emotional development are the social emotional environment in which he or she lives, and the quality and responsiveness of important caregiving relationships. This includes both current and past experiences.

Exploring recent and past changes with families is critical to understanding an infant or toddler's unique experiences. We know that experiences such as chronic stress or witnessing or experiencing abuse can impact babies negatively, however, even positive changes such as a move to a new home or an extended visit from a well-loved grandmother can be challenging to an infant or toddler.

Too much excitement or too many changes over a period can make it difficult for a very young child who is not yet able to self-regulate to maintain a sense of equilibrium. This may result in behavior that is uncharacteristic of that child or that is a regression to an earlier developmental behavior, such as waking in the night for a baby who has been sleeping through the night or toileting accidents for a child who has previously been fully trained.

Can you describe some additional reasons that may contribute to a child engaging in challenging behavior?



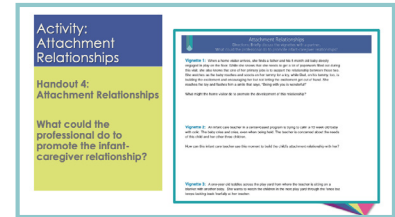
Presenter Notes:

If additional ideas are needed, suggest transitions from one activity to another, changes at home, transitions to a new classroom or new teacher.

Consider differentiating between less severe challenging behavior from more intense or persistent instances of behavior (Tier 3).

Slide 13: Expression of Emotion

When we think about the behavior of infants and toddlers, much of the behavior considered challenging is behavior that expresses either strong emotion or little emotion at all. The behavior we are talking about is behavior that may be typical for a child's developmental stage, but it is the intensity, the frequency, or duration of the behavior that causes it to be unusually challenging to caregivers and that distinguishes it from typical behavior. These are the behavior that may require additional supports and strategies. An important step in creating a plan to address these challenging behaviors is to communicate and coordinate with the family, and consider them an important source of information and as a key team member.



Slide 14: Group Discussion: Welcoming Families

Families can contribute to an understanding of the behavior by providing valuable information about the child's experiences and behavior at home. Further, by involving parents in this process, families can learn about what is being implemented at the center and can help support consistency between home and center.



At least one family member should be invited to become a full participant on the team that will address the behavior. But if parents are unable to be involved in this process, such as due to work schedules, the team may still move forward, and work to find levels of involvement that work best for the child and the family. In those cases, there are ways that the team can remain in contact with parents, and keep parents informed about progress at the center. At this point, families are included to assist in providing helpful information, not to determine what changes need to take place outside of the classroom. You can impact a child's classroom behaviors and teach them new social skills regardless of what is happening in their home. You can share what is working at school with the family so they can choose to try those things at home, but you will positively impact the child regardless of the level of follow through at home.

Think back to a time where you needed to focus in more on the needs of a specific child in your classroom. What steps did

Slide 14 cont.

you take to make sure the family was an equal partner in the discussion or process?

It can be very difficult to discussing a child's severe challenging behavior with the family. You have a handout in your folder – **Handout 3** – that lists out some dos and don'ts, of talking with families. Let's look at that. You have worked hard to establish a positive relationship with parents, and while we must be open in sharing our concerns when communicating with families about challenging behavior, we don't want to negatively impact the relationship that's been built.

Let's break up into small groups and take some time to look at the Do's and Don'ts list. Talk together about some of your own personal experiences – successes and things you wish had happened differently – and then come back together to discuss.

Give about 5 minutes to discuss.

Did anything stand out to you as you were discussing this handout and your own experiences?

What are some dos and don'ts you've learned when talking to family members about their child's challenging behavior?

Give time for discussion.

Slide 15: Communicating with Families

We can also think about the different ways we communicate with families and when one method might be appropriate, given the type of communication needed. For instance, we might use email to communicate about some topics, but other topics might be best discussed in-person

Which means of communication do you use, and for what specific types of situations?

Discuss the ideas generated and write down any additional points of discussion.



Slide 15 cont.

NCPMI has provided some guidelines for when to communicate with families in person, on paper, and electronically. You can see their suggestions on [Handout 4](#).

Slide 16: Family Conversations

As teachers, there are some questions you can ask and information you can share with families. There should always be some thought given to which staff member has the most comfortable or strongest relationship with the family in order to decide who should speak with them.

Staff should be sensitive to and respectful of cultural issues and to the impact of culture on parenting behavior, perceptions about behavior problems, and perceptions about the helping professions. Staff should also be sensitive to how parents might feel when they are asked questions about their child's behavior or development, understanding that while it is important to ask questions and gather information, the way this is done should be sensitive, and not convey alarm, but rather open the door to further conversation.

The responses that family members provide should be carefully documented, with their permission, and added to the process of determining your next steps in addressing these behaviors.

Let's look at some of questions you might bring up when conversing with the family.

(CLICK) What questions would you add to the list you see here?

(CLICK) What considerations should teachers consider when talking about challenging behaviors with parents?



Slide 17: Welcoming Families

To summarize our discussion thus far, parent/teacher relationships and having strong, open lines of communication are important all the time, starting with the day-to-day issues like feedings or sleep and the activities of the day, but good communication becomes especially important when a child is experiencing distress or challenging behavior. It is crucial because it is important that everyone involved in caring for that child has the information they need. In planning for interventions to address those challenging behaviors, this process can be informed by what is known about that child's behavior both at home and in their classroom.

It's important to have already established positive parent-teacher interactions, so parents do not associate negative feelings with teacher interactions. Think of this as filling the parent's piggy bank. You want to do this regularly, and always begin conversations positively. Sharing sincere, positive information about the child shows the family you value their child and see the same wonderful things about their child that they do.

When children are having challenging behavior, teachers are the primary link between home and the center. Teachers can lay a strong foundation for communication and engagement that, when challenges arise, can become an important part of the plan for addressing those challenges. Through open, positive communication with the family, you can use existing information and gather new information to help form the child's intervention plan.



Slide 18: Providing Tier 2 Supports

We have talked about how challenging behavior, in the context of infant-toddler classrooms, might also be reframed to be "challenging situations" within the classroom. We would expect that there would be instances of challenging behavior within this age group – often, these behaviors are part of typical development. How do we know when a particular behavior has become persistent, or is interfering with classroom interactions and activities? How do we know what information to gather, and what do we do with that information once we gather it? Where do we begin, and

Activity:
What Do Your Relationships Look Like?
Imagine someone is taking pictures of your interactions with children throughout the day...
What kinds of interactions would be captured?
What strengths would be identified?
How many moments of these types of interactions make up the day for the infants and toddlers in your care?
How might you increase joyful interactions like these in your care setting?

Slide 18 cont.

once we start to implement our plan, how do we determine if the plan is working? The Pyramid Model provides us with a framework for working through these questions.



Slide 19: Overview of Tier 2 of the Pyramid Model

The Pyramid Model involves three tiers of supports to ensure all children receive the level of support they need: Tier 1 Class wide Universal Practices, Tier 2 Targeted Supports, and Tier 3 Intensive Individualized Interventions.

Even with high quality implementation of Tier 1 universal practices, some children still need additional supports. The Pyramid Model provides a framework for determining when Tier 2 or Tier 3 supports are needed, planning for implementation of those supports, and evaluating how those supports are working.

Next, we will talk about Tier 2 supports. These are targeted strategies aimed at increasing children's social skills and preventing additional problems or challenging behavior. The teaching strategies might include explicit instruction and support around social-emotional skills, support for self-regulation, explicit teaching related to social relationships, understanding emotions, and problem solving.

To begin, we will talk through the process we will follow to identify needs and strengths, develop a plan, and monitor progress. The procedures we will be talking about today are steps that you and your coach will work through together, so our purpose today is to become familiar with the general process.



Slide 20: Data-Based Decision Making

Through this process, we will use a data-based decision-making approach that relies on screening and progress monitoring data, as well as information from team members and families, to inform us and guide our planning. Data-based decision making is the ongoing process of gathering, analyzing, and evaluating information to guide decisions or actions. In this project, data-based decision making will be used to identify children who need more support, and then to monitor their progress as we implement targeted supports.

The key to data-based decision making is to collect ongoing data, have a process for interpreting and analyzing these data, and ensuring all decision are informed by the data collected.

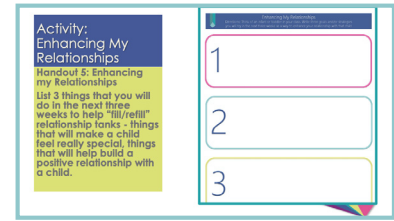
The process we talk through today will not be one you will need to implement on your own. When the need for additional supports arise in your classroom, you and your coach will work as a team to develop a plan.

Today, our goal is to help you become familiar with the process so that you know what to expect when you and your coach sit down together.



Slide 21: Look, Think, Act

Throughout this process, we will use data-based decision making to identify needs and goals, determine how the plan is working, and decide whether the plan is working, or if we need to adjust our plan. We will do this through the look, think, and act model, which is a process for making decisions based on your data.



Activity:
Enhancing My Relationships

Handout 8: Enhancing my Relationships

List 3 things that you will do in the next three weeks to help "fill/refill" relationship tanks - things that will make a child feel really special, things that will help build a positive relationship with a child.

- 1
- 2
- 3

The LOOK step refers to gathering data related to big picture goals for the child or children. For example, we want toddlers to be able to initiate and respond to their peers and regulate their emotions. As we collect the data, we will look at children's scores related to peer interactions compared to scores representing typical development. We will also gather information from families in this process.- have they noticed the same behavior at home, how have they addressed it, and is it working?

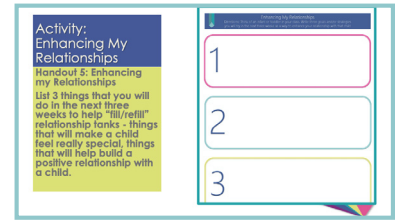
In the THINK stage, the team - teachers, parents, coach, other providers- interpret and analyze the data. Here, we think about if the results reflect what is typical for this child – for example, was the child sick the day data were collected? You may also think about how these data fit with what else you know about this child, such as have you already observed behavior that indicates the child may be at risk for social-emotional delays and does this corroborate with other information you have available to you. We think about WHY behaviors are occurring, and how we might prevent that behavior, and support positive outcomes for that child.

Finally, the ACT stage has three elements - planning, implementation, and evaluation. This involves using the information and data you have collected to create a plan of targeted supports. Here is where we decide WHAT we will teach, WHEN we will teach it, and HOW we will teach, and then we use progress monitoring to examine how the plan is working.

Now, let's begin talking through what this process will look like. As we talk through this process, remember that this process was designed for you and your coach to complete together, so it's not necessary to remember all the specifics. Its most important that you understand the goals of this process – increasing learning opportunities for infants and toddlers to promote social-emotional development – and how we'll use data to inform this process.

Slide 22: Tier 2 Process

The process of identifying children who would benefit from additional supports, and addressing those needs, is a team effort. In general, we will follow 5 steps for planning and implementing targeted supports. **Handout 5** has these steps listed. We will spend a little time discussing this process today.



Activity:
Enhancing My Relationships
Handout 5: Enhancing my Relationships
List 3 things that you will do in the next three weeks to help "fillrefill" relationship tanks - things that will make a child feel really special, things that will help build a positive relationship with a child.

1

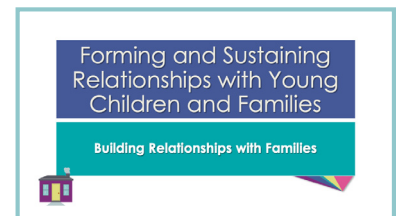
2

3

1. Universal screening – All children are screened for social-emotional strengths and needs
2. Identify Goal - Additional data are collected to identify specific areas of need and set goals
3. Develop a Plan - Using data and other information collected to develop a plan, which will include what to teach, when to teach, how to teach
4. Implement supports – implement targeted supports across multiple daily routines to increase opportunities for practice and learning
5. Progress Monitoring – to determine if the is it being implemented, and is it working?

Slide 23: Step 1. Universal Screening

Let's take a closer look at Step 1, Universal Screening – this involves using a screening tool with all children in the classroom to identify social-emotional strengths and areas of concern.





Slide 24: Choosing a Screening Tool

In order to identify social-emotional strengths and needs of all children in the classroom, using a standardized tool for screening or assessing child social-emotional strengths and challenges on a regular basis is an important first step.

Universal screening, meaning screening all children, helps to identify social-emotional strengths and competencies, as well as needs and areas where additional supports are needed.

When choosing an assessment for universal screenings purposes, there are several factors to consider. First, it will be important to know if there is an assessment your program already uses. If so, will that tool meet your needs? Does it address social emotional development specifically or is it a general developmental screener.

A tool that is specific to social-emotional growth will provide more specific information about individual strengths and needs. Does the screener include criteria or benchmarks that show whether a child is meeting social-emotional expectations for his or her age? And does it provide you with information that will help you understand how best you can support social-emotional growth?

For the purposes of screening for social-emotional strengths and concerns, we will be using the Devereaux Early Childhood Assessment for Infants and Toddlers, or the DECA-I/T. These tools focus on social-emotional competencies based on a child's age and helps to identify when additional supports are needed. We will (or already have) completed these together and will use the data from these screening tools to help decide if there are children in your classroom who would benefit from additional supports and learning opportunities.

There are other tools available. The Ages and Stages Questionnaires®-Social Emotional is another screening tool that some programs use to screen for social-emotional development needs. If your program uses the ASQ®-SE, this can be used in a similar manner to help ensure that social-emotional competencies are developing and identify when additional supports or interventions may be needed.



Slide 25: What is the DECA?

The DECA focuses on resilience and protective factors. Children who are resilient seem to have protective factors that balance the effects of risk and adversity in their life. Protective factors can come from a variety of sources, such as: 1) a supportive family environment, 2) an external support system (such as extended family or childcare), and 3) attributes or characteristics of a specific child (called “within-child” characteristics). The Devereaux Early Childhood Assessment for Infants and Toddlers (DECA) looks at these factors.

The DECA is a standardized screener that measures social emotional strengths and areas of need in infants and toddlers, through a brief rating scale. More information about the DECA can be found on [Handout 6](#).

For today, we’ll do a brief overview.

- Children receive scores in 2-3 subscales: Attachment, Initiative, and Self-Regulation.
- The Attachment subscale measures the quality of relationship between children and their caregivers.
- The Initiative subscale measures infant and toddlers’ ability to “use independent thought and actions to meet his/her needs”.
- The third subscale, for Toddlers, is Self-Regulation, which is a toddler’s “ability to gain control, manage emotions, and sustain focus and attention.”

Once the DECA is completed for each child who is participating in the project and scored, you and your coach will look closer at items that are “Area of Need” but also pay attention to any scores approaching area of need. In addition to using these scores to inform your decision-making about whether, or what kind of additional supports may be beneficial, such as Tier 2 targeted supports, we will also ask a few additional questions – we call these the Essential Screening Questions.

“Families who are active, respected participants in their children’s learning and educational settings can help providers see new ways to build safe, welcoming, and trusting environments.”

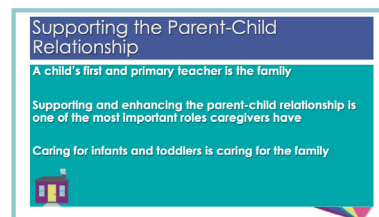


Presenter Notes:

Discussion of the DECA may not be relevant for all programs. This section may be changed to be tailored to the tools and procedures of the program.

Slide 26: Essential Screening Questions

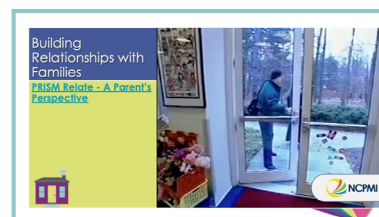
In addition to a Universal Screening tool, you may also complete the Essential Screening Questions with your coach. These simple yes/no questions will be used as a supplement to the screening tool to help determine if there are children in your classroom who often need extra help and may benefit from social-emotional learning opportunities and supports. You have a copy of the ESQ in [Handout 7](#).



Slide 27: Essential Screening Questions (ESQ)

These four questions on the ESQ should be answered along with the DECA because even if a child doesn't show an area of need on the DECA, you may have more knowledge of the child and their behavior, and how they do in your classroom. This information that provide additional information that can help identify needs, and inform targeted or individualized supports. On [Handout 7](#), notice that the Essential Screening Question Form allows you to answer each of the four questions for each child in your classroom.

- Does this child require additional attention to participate or stay engaged in regular classroom activities.
- Does this child need more attention than other children of a similar age in the classroom? This might look like the child does not join in small group activities on a regular basis or is staring off and not participating. It may also look like the child struggles with frequent challenging behavior, such as taking other toys, hitting, or biting. Both are signs of a child who is disengaged.
- Does this child exhibit externalizing, or acting outward, behaviors beyond what is typical for his or her age?" For example, hitting, screaming, or running away. We do not want to include behaviors typical for the child's age, such as a 1-year-old who occasionally bites. We also want to note if the child exhibits internalizing, or withdrawing, behaviors.
- Last, we need to know if the child or family has recently experienced a change or event that could be affecting the child's social emotional development. Changes such as moving homes, changing primary caregivers, or a caregiver becoming very ill are just a few examples of things that could have a significant impact on an infant or toddler. Having positive relationships with families, facilitated by open lines of communication, can help you be aware of things happening at home that might affect the child.





Slide 28: Determining Need for Tier 2 Supports

Now that you have assessment information about the children in your classroom from the DECA and have thought over some critical questions using the Essential Screening Question, you and your coach will apply that information to make decisions about which children in your classroom might benefit from Tier 2 supports. You'll do this by gathering information using the DECA and Essential Screening Questions and entering them on the Classroom Universal Screening Summary [Handout 8](#) in your materials.



If you have children with an area of need on the DECA, the 4 Essential Screener questions can help you determine if the child would benefit from additional targeted supports.

If a child has an approaching area of need in any DECA category, or if you answered "Yes" to any of the open questions, you might consider working with your coach to discuss what additional supports could be implemented.

Finally, if you found no areas of concern on the DECA and you answered "no" to all the open questions, there may not be a need for additional supports.

If you are having a difficult time determining whether a child would benefit from Tier 2 supports, your coach can be a great resource for walking through this decision-making process with you.

Slide 29: Screening Classroom Case Study

Here is a classroom example of the Universal Screening Summary. This summary shows information gathered from the DECA and the ESQ questions for one classroom. This information is the data we will use to determine children with areas of need.

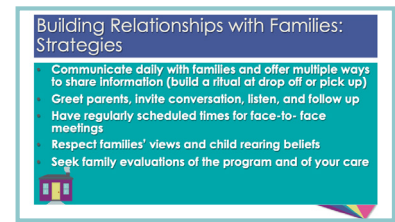
In this example, Ms. Teri and her coach noticed Aaron's DECA scores clearly indicated a need for increased support, and her answers to the ESQ supported this. This helped Ms. Teri confirm that Aaron would benefit from an extra level of support.

Let's just focus on Aaron, who is on the first line of this table.

CLICK

Aaron is a 15-month-old who was given the Infant DECA as part of a universal screening of all children in his classroom. His scores on the DECA indicated areas of need in Attachment Relationships and Initiative, and his total protective factor score – a combination of initiative and attachment scores – also indicated the need for additional support. You can see in the highlighted area Ms. Teri feels Aaron does require more attention than others to stay engaged. Aaron chooses to go off on his own to look at himself in the mirror and doesn't participate in class art projects or circle time. He usually plays by himself and doesn't watch or show interest in what others are doing. Ms. Teri also noticed some internalizing behaviors (point to corresponding "X"). She noted Aaron spends a lot of time looking at himself or staring off.

Based on the concerns brought up by the DECA and a couple of "yes"s on the critical questions, Aaron's teaching team thinks that providing more focused and intense supports would help him be more engaged in the classroom.



Presenter Notes:

The level of detail you provide throughout the case study discussion might vary depending on your audience.

Throughout the remainder of this presentation, the information can be provided as a brief overview or introduction, or as a more in-depth training.

Slide 30: Step 2. Identify Goals

Once you have looked and thought about the universal screening data to decide which children might benefit from receiving Tier 2 supports, you are ready to identify social-emotional goals for these children.



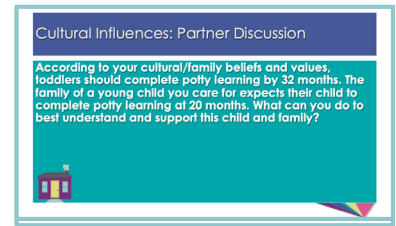


Slide 31: Identifying Social-Emotional Goals

For some children, it will be easy to identify what social emotional goals might need further support. However, for others it may be more challenging. We may have identified the challenging behavior we want to work on, but how can we replace it with social emotional skills? What skills will make this child more successful?

To help us create and identify age-appropriate social emotional goals we can use the Social-Emotional Assessment/Evaluation Measure – or the SEAM™. This assessment includes different areas of social emotional skills that are expected of infants and toddlers. The SEAM is broken up into intervals which assess 10 child benchmarks critical to social-emotional competence, including empathy, adaptive skills, self-image, emotional responses, and healthy interactions with others.

The SEAM was developed to select and develop goals and assist in monitoring growth in social-emotional development. It aims to aid in early identification of challenging behavior. It's a tool that can be used with families and can help to build positive partnerships with families. You and your coach will work together to create appropriate goals for children in your care and will decide if the SEAM will be helpful in this process.



Slide 32: Strengths and Concerns Summary Form

In order to create and identify social emotional goals for a child or small group of children, it helps to look at the strengths and concerns. Your copy of this form is [Handout 9](#). In completing this form, you will consider areas of social emotional development in which this child could use more support. The SEAM is a helpful tool for this process. It can be used to look at specific areas of concern and development. Once you have identified some strengths and concerns you should be able to create some possible goals. Ask yourself – what skills would you like to see this child develop? What skills can they learn that will make them more successful in the care setting? Where are they struggling and how can we be proactive in these situations?

Skill	Caucasian	Puerto Rican	Filipino
Eat Solid Food	8.2 ^a	10.1 ^{c,p}	6.7 ^a
Training Cup	12.0 ^{a,p}	17.1 ^{c,p}	21.9 ^{c,p}
Utensils	17.7 ^{a,p}	26.5 ^{c,p}	32.4 ^{c,p}
Finger Food	8.9	9.4	9.5
Wean	16.8 ^a	18.2 ^a	36.2 ^{c,p}

Carlson & Harwood (2000)



Slide 33: Identifying Social-Emotional Goals Case Study

We've talked about using Universal Screening with all children, and then the SEAM with those children identified as having a need for targeted social-emotional supports. Let's look at an example to illustrate what this might look like for a child in your care.

Let's look at Ms. Teri's classroom, and Aaron. Ms. Teri, used parts of the SEAM to help identify specific areas of need, and potential focus areas for Aaron. Then, she used this information to fill out the Strengths and Concerns Summary Form, with the help of her coach.

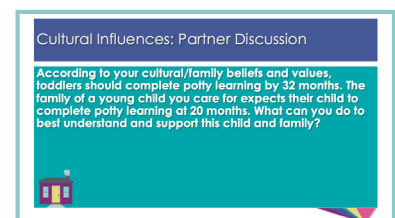
As you can see, when reflecting on classroom observation, as well as parts of the SEAM, his teacher noted several strengths for him, such as smiling a lot and being on track with adaptive skills. She also indicated Aaron struggles with calming and engaging and does not call attention to himself. Aaron's teacher and her coach then used this information to create some potential goals to target with Aaron: Engage in activities with others; babble at caregiver to get attention; and has a way to calm when excited.



Slide 34: Step 3. Developing a Plan

Now we are ready to develop a plan.

We have used Universal Screening, including the DECA and the ESQ, to determine which children in the classroom need additional supports. We then used classroom observation and support from the SEAM to help identify potential goals for these children. Together with you coach you are now ready to create a Targeted Support Plan.

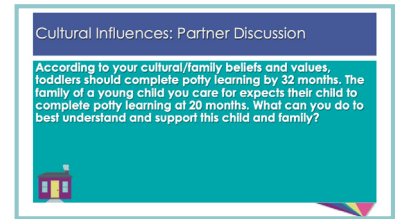


Slide 35: Developing a Plan

Now that you have identified areas of concern, or potential targets for intervention, it is time for Step 3, to develop a plan. As with universal screening, you will do this collaboratively with your coach, based on the data you have collected, as well as your knowledge of the child, and information you have gained from the child's family.

Having multiple sources of data helps to provide a comprehensive picture of how the child is doing in the classroom, and this will help you and your coach identify targeted supports, and how they can be implemented in the classroom.

When developing a plan for teaching targeted social emotional goals we want to define what, when, and how we are going to teach. We know that as we teach new skills to young children – the WHAT to teach - we need to provide them with multiple opportunities to practice those skills in a variety of settings and contexts – the WHEN to teach. AND we need to help them learn by providing support to them when they are practicing, in other words "HOW to teach".



Slide 36: Developing a Plan: What to Teach

The first step is identifying WHAT to teach. This is where we take our information from the Strengths and Concerns Summary Form to determine what goals we should target to help this child be more independent in social interactions or in his/her engagement in the classroom.

Together with your coach, you will write a goal that is meaningful, observable, and measurable.

- When we say meaningful, this should be a skill that when the child learns it he/she will become more independent either in his/her engagement in classroom activities or in his/her social interactions with peers/adults.
- When we say observable, we mean that the skill we are teaching is something we can see, a clear action the child can learn to do and that you can help him/her do until he/she is independent. For example, wave hi to a peer vs engage with peers – engage is unclear, but let's think about what that looks like. Waving hi is something you can



Slide 36 cont.

easily observe – you can see them do or not do it AND can help them wave if they don't wave on their own.

- Measurable means that the goal includes something we can easily count. Again, it is easy to see if a child waves at 1, 2, or 3 peers during morning drop-off, it would be impossible to measure the goal of "engage with peers" because there is no clear action for what we are counting or measuring.

This is something your coach will support or guide you through, but you may hear questions like "what does that look like" or "how can we see the child do that" to help us think through and develop an observable and measurable goal.



Slide 37: Developing a Plan: When to Teach

We will be using an approach called "activity-based intervention" – which means supports are implemented within the context of activities that are a normal part of your daily routines or schedule, with the goal of providing multiple opportunities to practice social-emotional skills across different activities every day.



It might help to think about what these different types of activities are. Throughout each day, activities or routines generally fall into one of three categories.

- Child directed activities are guided by the child, so think about the types of things that happen during free play. It's good to include child-directed activities in your plan, because if the child is already interested in the activity, they might be more motivated to work toward that goal.
- Routine activities are regularly occurring events that are necessary to daily living, such as diapering, meals, and naps. Including routines in your plan allows for increased opportunities to practice and have the advantage of always happening. A child will always need a diaper checked, to be fed, etc., so you can count on those opportunities happening every day.
- Finally, we have planned or structured activities. Planned activities take place with adult guidance, such as a craft, music and movement games. This type of activity allows you to see and support the child in using skills in new or more structured situations, and the activity may present different challenges than free play and routine activities.

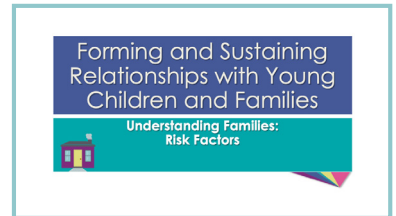
Slide 37 cont.

We will intentionally plan for targeted supports to be implemented in multiple activities and routines, so children have multiple opportunities throughout each day to learn and practice new skills – this is key in support children in using and practicing new social-emotional skills.

Slide 38: Developing a Plan: How to Teach

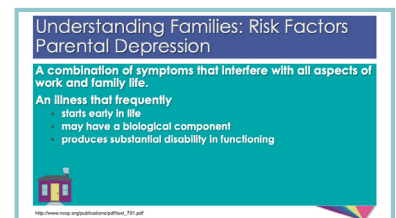
Once we know what and when we are going to teach, we need to think about HOW to teach. This refers how we can support the child to learn the skill. We can be creative about what types of supports and materials to use to teach the skill. You and your coach will select the strategies and materials that make the most sense for each individual child. Your coach will help you learn how to implement these strategies and will provide supportive and constructive feedback to you as you learn to implement them.

Let's take a step back and look at the big picture. All children have been screened using a universal screening tool. For those identified as possibly benefiting from Tier 2 supports. The next step was to identify specific goals for children. You've also thought about different types of opportunities to support a child. Now, you can make a plan. For Tier 2, you may have several children that have the same goal. You can write one plan for that group of children, or you can write an individual plan for each child.



Slide 39: Developing a Plan: Targeted Support Plan

The Targeted Support Plan is your road map for implementing the What, the When, and the How for what you will teach. See [Handout 10](#) for a closer look. It will be your guide to what you and your teaching team will do within specific routines. Together with your coach, first, you will fill in the broad goal – what are you going to teach? Second, you'll plan when you will teach those skills – in what routines or activities will the child have opportunities to practice? Third, you will describe how you will teach those strategies. You and your coach will work together to develop this plan, and you'll work together as you implement these strategies in the classroom.



Slide 40: Developing a Plan - Targeted Support Example

For example, Ms. Teri and her coach first used the data collected thus far to create a goal that could support Aaron. This tells Ms. Teri and her teaching team What to Teach. You can find their goal here, at the top middle of the form. They chose to teach Aaron behaviors for engaging in classroom activities.

CLICK

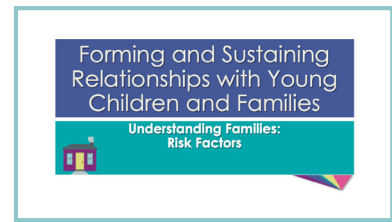
As part of writing the plan, they also needed to determine When to Teach the skill. Ms. Teri's coach helped her think about opportunities during her normal classroom routines and activities during which they could encourage Aaron to engage. You'll notice in the far-left column, they decided to target three routines - Free Play, structured group, and a care routine, in this case lunch.

CLICK

They also needed to decide How to Teach engagement. They discussed some general teaching strategies Ms. Teri, and her teaching team could use, include positioning children where they can see activities easily, prompting the children to engage, and reinforcing engagement. For each routine they filled in specific strategies for How to Teach during that routine or activity. For example, during free time, she is going to position Aaron next to a peer and provide them both with the same engaging toy.

CLICK

Finally, for each "When to teach," Ms. Teri needed a way to know if the children were making progress. In order to do this, she and her coach needed to define how they would know when progress was being made, or an outcome was met. First, they defined what meeting that goal would look like within an activity, and then they determined a plan for how to measure whether that goal was met. The plan for monitoring a child's progress will vary greatly depending upon the goal, the child, the routine, the teachers, and resources available, and your coach will be a great help to you in producing a plan that works for both you and the child. We'll go into more detail about progress monitoring later in the training.

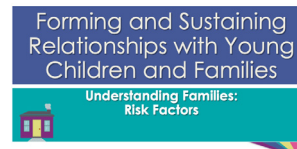


Slide 41: Developing a Plan Video Example

Let's watch the video of Michael, the child that was throwing toys, again. This time, be thinking about writing a Targeted Support Plan for him.

Remember that the plan reflects What, When, and How to teach. And for the sake of Tier 2 supports, let's assume that throwing toys is an ongoing issue for Michael and something that he does consistently despite solid Tier 1 supports from his teachers. Assume he is throwing toys so frequently that other children are avoiding playing and interacting with him during the day.

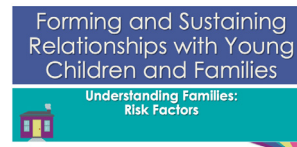
PLAY PRISM Targeted Support - Internal & External Behavior



Slide 42: Developing a Plan Activity: Plan Writing for Michael

In order to know what to teach Michael, we want to not just use our observation of the video, but other information that we have about him, as well. In this case, we have information from the Strengths and Concerns Summary Form as well.

Keep these Strengths and concerns in mind, as well as your observations from the video as we work together to create a plan for Michael.

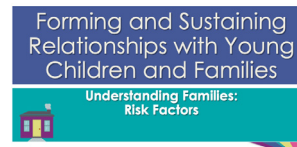


Slide 43: Developing a Plan Activity: Plan Writing for Michael

To put it simply, our Targeted Support Plan helps us think about the WHAT, WHEN, and HOW – what behaviors will we teach, when will we teach, how will we teach.

CLICK

First, we need to decide what we want to teach Michael. On [Handout 10](#) you can follow along with where we can include this information. Looking at his potential goals and



Slide 43 cont.

thinking about what you've seen in the video, what behaviors do you think you might consider in creating such a plan for Michael?

Give time for discussion. Summarize or phrase the teacher's ideas into 1 goal Ideally write on white board/wall post-it etc.

CLICK

When would you like to work on these behaviors with Michael? What are some good times of day or routines in which to support him with these new behaviors?

Give time for discussion. Name the activity.

CLICK

How can you teach Michael during (name the activity)? What are some specific strategies you could use?

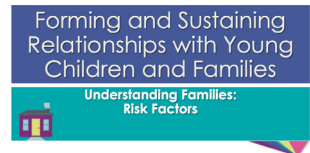
Give time for discussion.

CLICK

Now let's look back at our "goal" and make sure the strategy we suggested for Michael will help us reach that goal. If we think about "what" we are teaching, then how will this look for Michael? By stating what behaviors, we would like to see Michael engage in, that helps us know if we have met our goal or not. So, thinking about what you are going to teach again, and keeping in mind his goal for the plan is to (...), what behaviors are you looking for during (activity)? How will you know if he's met the goal?
(give time for discussion)

Slide 44: Implementing the Plan

Once you and your coach have developed your plan, the next step is to take that plan back to the classroom and implement it.



Slide 45: Step 4: Implementing the Plan

The Targeted Support Plan provides a guide for implementing the strategies within your day-to-day routines. You will continue to provide those universal supports that you have been using – warm, responsive interactions, nurturing practices. You will just be adding in these targeted practices throughout the day, as you have planned. By following the plan, you will also can observe to see if those increased supports help the child achieve their goal, or if different supports are needed.

While you are implementing the plan, your coach will be there to assist you. You may want your coach to model how to use a strategy or give you guidance when things aren't going as you would expect. Your coach can also help if you need ideas for how to talk to the child's family or by showing your teaching team how to implement the plan.

You may also find that the plan needs to be changed a bit – maybe it wasn't the right "fit" and some adjustments are needed. You and your coach will learn and work on these issues as you go.

Forming and Sustaining
Relationships with Young
Children and Families
Understanding Families:
Risk Factors

Slide 46: Progress Monitoring

In order to really be able to determine if the plan is working, we will be collecting some information along the way on teacher implementation and child behavior. This brings us to our fifth step – Progress Monitoring.

Forming and Sustaining
Relationships with Young
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Understanding Families:
Risk Factors

Slide 47: Progress Monitoring: Tier 2 Measures

How do you use data to determine if there is progress? Or insufficient progress? When there is insufficient progress while Tier 2 supports are in place, that does not necessarily mean you jump immediately to providing tier 3 supports.

- First, we ask questions like: Is the child getting enough opportunities to practice? If not, why? Lack of attendance? Teachers not implementing the plan across the day? Is there a lack of fidelity of implementation, or are adjustments to the plan needed? To answer all these questions, we will use Progress Monitoring. We will set

Forming and Sustaining
Relationships with Young
Children and Families
Understanding Families:
Risk Factors

Slide 47 cont.

up a simple method for collecting data to determine if the caregivers are able to implement the strategies AND to determine if the child is making progress with these additional supports.

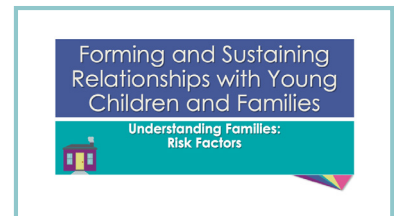
- Next, we need to know how children are progressing on the specific goals. This is accomplished by teacher-collected data, as laid out in the Targeted Support Plan. This might involve a quick tally of how often the child responded to a peer during lunch, or how often a child-initiated communication, such as by asking for more food during lunch. These data help us understand how the plan is working.

An additional method for monitoring child progress is to look at their overall social emotional development. During this study we may collect data on how children are progressing in their social-emotional development, in general. To collect this data, your coach will collect this information using an observational assessment called the Early Social Indicator, or ESI, and share these data with you.

Slide 48: Progress Monitoring: Targeted Support Plan & Tracking: Teacher Implementation

Let's look at progress monitoring of teacher implementation in more detail. Looking again back at [Handout 10](#) – the Targeted Support Plan and Tracking form - the columns with days of the week are provided as a way for teachers to log when strategies were implemented. Then, when you meet with your coach, you can review this information together to answer questions about how the plan is being implemented – how it fits within the classroom and as part of the classroom schedule, if it is being implemented across the different activities, and on each day the child is at the center. These data will help you and your coach determine if the plan is feasible, if it can be implemented across activities and routines as planned. Together with information your coach collects during classroom observations, this information will be used to make decisions about how the plan is working, and if changes are needed

The second part of the Targeted Support Plan and Data Tracking form will be one source of information you and your

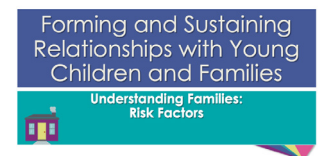


Slide 48 cont.

coach will use to answer questions about implementation of targeted supports. Your plan outlined the What, When, and How about how you will implement targeted supports. You will use the bottom half of this form to DOCUMENT the What, When, and How – you'll be able to note how often the plan is being implemented. These data will help you and your coach determine if the plan is feasible, if it can be implemented across activities and routines as planned. Together with information your coach collects during classroom observations, this information will be used to make decisions about how the plan is working, and if changes are needed – do we need to add additional opportunities to practice?

Slide 49: Progress Monitoring: Targeted Support Plan: Child Monitoring

You also have the opportunity to monitor child progress. There is a space on the targeted support plan and tracking form for you to quickly note how children are responding to the strategies you are using. You can indicate if the child is engaging in the behavior you are looking for once strategies have been implemented by classroom staff.

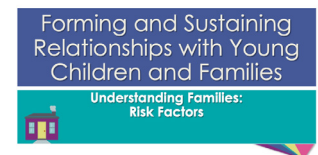


Slide 50: Progress Monitoring: Early Social Indicator

In some instances, your coach will be collecting data on a child's OVERALL social emotional progress. Your coach will use the Early Social Indicator, or ESI for this data.

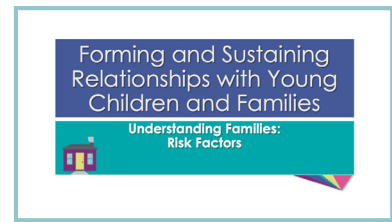
The ESI, is play-based assessment of child social-emotional behavior, where the child is observed playing with a familiar peer or adult.

For this project, we will use the ESI as a progress monitoring tool for children who have a tier 2 plan. This will help us determine if the child is making progress on social behaviors.



Slide 51: Progress Monitoring: Is it Working? Case Study

Now that we have seen how implementation of supports and progress monitoring work, let's look at a possible example for Michael, the child throwing in the video. Together, the teacher and her coach created an action plan that included some targeted supports for helping Michael be more successful in the classroom. They created the targeted support plan for him and used this plan to keep track of implementation and child progress in relation to these strategies.



Slide 52: Progress Monitoring Example

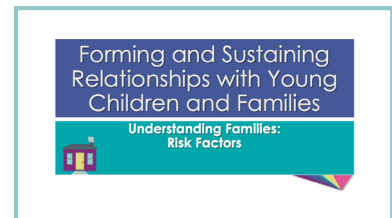
Let's look at this sample form for Aaron, our case study in Ms. Terri's room.

Ms. Teri had three strategies she and her staff were going to implement to help Aaron engage more in the classroom. During free play, the teacher will position Aaron and a peer near each other with similar toys, during teacher led group time staff will help Aaron participate in songs, and during lunch the teachers will promote him to request "more" with a word or sign.

During the week Ms. Teri will note below IF the classroom staff used the strategy that day and IF Aaron was able to do what they wanted as a result. What information do you think we can learn from the progress monitoring data?

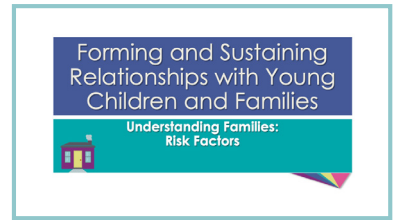
Discuss as a group.

After implementing for a week or two, the teacher and her coach meet for a session. The teacher brings the Targeted Support Plan and tracking form so they can evaluate how the plan is working using the data-based decision-making model.



Slide 53: Data-Based Decision Making

Together with your coach, you will review the data you and your coach have collected in order to evaluate how the plan is being implemented, how it is working, and if there are any changes that need to be made. Some of the questions you'll ask of your data include whether the supports that are being implemented are enough to result in changes in child behavior or are additional opportunities for practice needed. You might also ask questions about child data – are these data representative of what we know about this child? Was the assessment administered as intended, and was the child's performance that day representative of his or her behavior on most other days? Was he or she sick, just back from a break from childcare? Were there changes at home that you are aware of, or should we reach out to families to have a conversation about how the child is doing at home. Together as a team, you can work through these questions and then decide to either keep the plan in place or make changes.

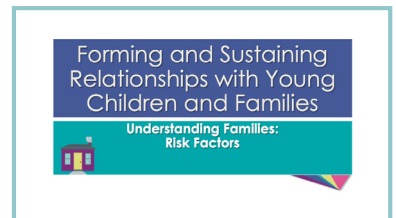


Slide 54: Tier 2 Process

That brings us back to our process – let's recap. There are 5 general steps to identifying Tier 2 goals and implementing targeted supports.

1. Universal screening – All children are screened for social-emotional strengths and needs
2. Identify Goal - Additional data are collected to identify specific areas of need and set goals
3. Develop a Plan - Using data and other information collected to develop a plan, which will include what to teach, when to teach, how to teach
4. Implement supports – implement targeted supports across daily routines to increase opportunities for practice and learning
5. Progress Monitoring – to determine if the is it being implemented, and is it working?

These steps provide us with a framework, but it's a framework that is flexible and can be adjusted when the need arises. We anticipate that this framework provides you with the tools you and your coach need to support social-emotional



Presenter Notes:

If not noted in discussion, note that not all strategies were able to be done every day, some look easier to implement than others. This tells us that our strategy may be too difficult to get to everyday.

Some strategies are more successful than others - Aaron showed nice improvement in joining in songs and fingerplays but is still struggling to request more at lunch.

Slide 54 cont.

development for those children who need additional supports and prevent the need for more intensive interventions. In cases where more intensive interventions are needed, you and your coach will again work together.

Slide 55: Next Steps

This has been just an introduction to the process of identifying the need for Tier 2 targeted supports. You and your coach will work together throughout this process, so it is not crucial that you memorize all of the details of this plan today. It is more important that you understand the type of information that will be needed to move through this process, and you and your coach will have many opportunities to work together. Your coach will continue conducting classroom and child observations, and you will collect some information. As a team, you will both make decisions about how the plan is working, and what your next steps are.

Your next step will be to think about the children in your classroom and review universal screening data to consider whether there are children who would benefit from Tier 2 supports. In your next meeting with your coach, you will start by reviewing DECA data, and thinking about the Essential Screening Questions.

Forming and Sustaining
Relationships with Young
Children and Families



Understanding Families:
Risk Factors

Slide 56: Tier 3 Individualized Interventions: Developing a Behavior Support Plan

In rare occasions there may be a child in your care that requires Tier 3 supports. These children will be demonstrating extreme behaviors that require immediate attention and the help of other resources on your team. Behaviors that may be considered extreme would be any behavior that is dangerous to the child or to others (such as intense head banging on hard surfaces or running away from adult to the extreme of running out of buildings or into streets). Tier 3 supports would also be appropriate for children showing significant developmental delay in a certain area or children that already have a developmental diagnosis. For example, a child that is making no sounds at the age of 2 is showing a significant

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Understanding Families:
Risk Factors

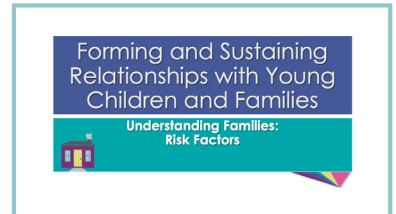
Slide 56 cont.

delay in expressive language and would benefit from outside expertise. A 9-month-old infant who is not able to sit up independently would similarly benefit from outside therapy or expertise.

Slide 57: Overview of Tier 3

Persistent challenging behavior (i.e., not the normal challenges that are frequently related to typical development) usually does not just go away on its own but rather continues over time and creates more problems for the child in his/her relationships and development. Research shows that for older children with behavior problems, these problems were regularly identified in the earlier years.

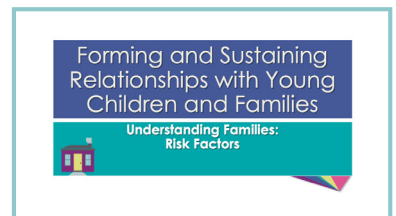
The process we will talk about today for the few children that need Tier 3 supports, relies on a team approach. By team, we mean all those individuals whose role it is to support the children and teachers in that child's classroom – coaches, supervisors, mental health professionals, early interventionists, and most importantly, families. It is important to know the process outlined by your own center for supporting families who have children in need of this level of support. Different centers will have different access to a variety of resources and providers.



Slide 58: Early Intervention Services

If there are concerns about a child's development, it's important to act early. The earlier a child receives early intervention, the better. The Individuals with Disabilities Education Act (IDEA), ensures that all children with developmental delays get the services and support they need.

Early intervention are the supports and services that are available to children ages birth to 3 and their families. The focus of early intervention and the providers is to support the families by suggesting strategies and techniques to incorporate into natural daily routines with their child. Early intervention is available in every state under The Early Intervention Program for Infants and Toddlers with Disabilities (also known as Part C) federal law. The programs provide services for free or at reduced cost for any child who is eligible.



Slide 58 cont.

Early intervention is different for each child and family depending on the child's needs and the family's priorities. Families, YOU, and professionals (e.g., speech-language pathologist, early childhood special educator, audiologist, behaviorist, occupational therapist, physical therapist) work together as an early intervention team to help children develop skills such as:

- Cognitive skills (thinking, learning, problem-solving)
- Communication skills (gesturing, talking, listening, understanding)
- Physical and Sensory skills (crawling, walking, climbing, seeing, hearing)
- Social-emotional skills (playing, understanding feelings, making friends)
- Adaptive or Self-help skills (eating, bathing, dressing)

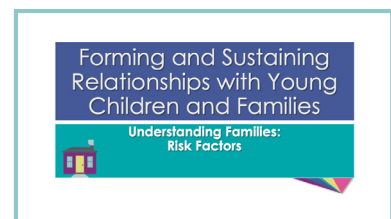
Slide 59: How Does a Child Receive Early Intervention Services?

If you are concerned about a child's development, it's important that you speak with the family first. YOU and the family are collaborators in the development of a child.

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
- Ask the pediatrician for a referral
- Visit the Early Childhood Technical Assistance Center's state-by-state contacts page
- Visit the CDC's U.S. State, Commonwealth & Territory Early Intervention Contacts list

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.



Slide 59 cont.

Once a referral is made and an evaluation is requested, the family will be contacted, and the child will go through the assessment process. This process will determine if the child has a significant delay that qualifies him/her for Early intervention services. These services are ideally carried out in the home, but providers can also come to childcare centers to work with the child and provide suggestions and support to classroom staff. Every state has these resources. [Handout 11](#) can have more information and can help you get started.

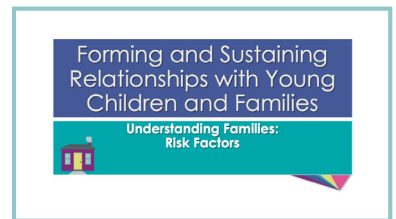
Slide 60: Primary Characteristics of a Program Process

Let's remember, that when creating a Tier 3 plan of action, we still want to work from a point of support and reflection not one that is just reacting to the behavior. When developing an approach to supporting and guiding young children's behavior, it is critical that young children feel safe within secure and caring relationships.

In order to maintain that feeling of safety, our approach to responding to challenging behavior is one that it is reflective, rather than reactive. Reflecting on what an experience is like for a young child; observing what a child is communicating through his behavior; and deciding what we would like the child to do establishes a process that meets a young child's emotional needs and helps support and teach new skills and behaviors.

The focus of this approach is on assisting the child in getting his needs met rather than eliminating the challenging behavior. Over time, this will then eliminate the child's need to use the behavior.

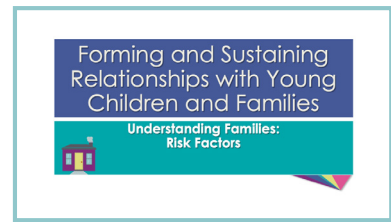
The goal is to assist the child with developmentally appropriate skills so that the developmental momentum is not slowed down or disrupted.



Slide 61: Your coach may ask you...

While you are gathering information from the family, your coach will need to gather information from you. As you and your coach begin to develop a plan of action to address challenging behavior, your coach may spend quite a bit of time observing in the classroom. He or she might also have questions for you. Here are some questions a coach might ask to help understand what the challenging behavior looks like, and why it is happening.

Does anything stand out to you as you look at this list?

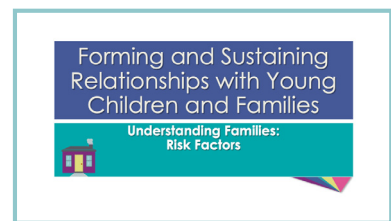


Slide 62: Teaming to Develop of Behavior Support Plan

We have referred to the “team” a few times as we talk about this plan – recall that team members in this process can include one or more classroom caregivers, parents or family, a coach, mental health consultants, and early intervention providers. When a range of caregivers and providers are involved in the development of the plan, the plan is most likely to be effective because it is informed by multiple sources, and it is more likely to be carried out, because there are multiple sources of support for the classroom.

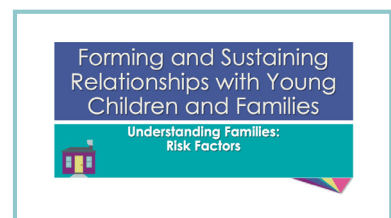
In addition to the family, your team may include any of the following:

- Classroom teachers
- Mental Health specialists
- Center Director
- Early intervention Providers
- Family support staff
- Educational Supervisors
- Behavior specialists



Slide 63: Elements of a Behavior Support Plan

Like the approach for Tier 2 Targeted Supports, we will focus on WHAT, WHEN, and HOW to teach social emotional behaviors. You’ll be discussing what to teach, or the goal, when to teach, including the best times for the coach or another interventionist to come into your classroom to work

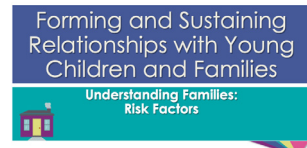


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with the child, and how to teach. You have probably been using prevention and teaching strategies in your classroom already, but for individualized intervention plans, you'll talk about specific prevention and teaching strategies needed for this child. You will also be including outside supports from team members for a child with Tier 3 behaviors.

Slide 64: Continue with Teacher Action Plan

You will also continue to have your own action plan, just as you have been using in coaching. Your action plan might now include goals specific to the supports you are providing to the child. It might also involve continuing to implement a targeted support plan. The teacher action plan could include things like following up with parents, monitoring child progress, and classroom changes. For example, if you would like to make a change to your classroom environment that will also benefit the child, such as creating a quiet place to help the child calm, that could be an action step on your teacher planning form. If part of the child's plan is to rule out medical concerns, you might have an action step that helps you remember to follow up with parents regarding medical appointments and needs. You could have an action step that addresses how your teaching team will work together – for example, you may decide to divide up to work with children that respond to them best for more difficult or triggering activities.



Slide 65: Progress Monitoring: Family Involvement

Like we discussed earlier, family involvement is an important aspect of individualized interventions, and we want to keep everyone up to date on progress. When teachers and parents are "on the same page" in addressing challenging child behavior, that provides consistency for the child. This is an example of a form that you may use in supporting communication with parents. This tool can be used weekly or adapted to be a summary for the day. You and your coach can talk through the process of engaging families in this process.

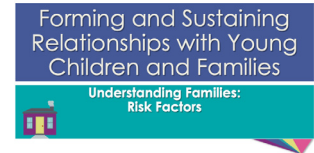


Slide 66: Video Example

Now let's look at an example of how teaming for this process has a positive impact in the classroom and at home.

 **Play PRISM Targeted Support - Response to Challenging Behavior**

What questions do you have about this process or about topics discussed in the video?



Slide 67: Reflection

Today's training has given you an introduction to the process that can be used for the small number of children that have behaviors needing Tier 2 or 3 supports. What questions do you have about this information?

