

Promoting Social and Emotional Competence in Infants and Young Children

Head Start Program Performance Standards

§ 1302.30

§ 1302.31

§ 1302.34

§ 1302.46

Policy

Community Action Head Start uses the *Pyramid Model for Promoting Social Competence in Infants and Young Children*. The Pyramid Model provides a framework for the implementation of practices needed to promote young children's social and emotional competence and effectively address challenging behavior. It provides guidance on evidence-based practices for promoting social emotional development for teaching staff/home visitors, special education and early intervention staff, and families. The model is consistent with developmentally appropriate practices.

In all tiers of the pyramid, Teachers/Home Visitors will refer children for Early Intervention/Early Childhood Special Education (EI/ECSE) and/or Mental Health Consultation services using the process outlined in the **Developmental and Mental Health Referrals Policy and Procedure** as needed.

In all tiers of the pyramid, Teachers/Home Visitors may request support from the Behavioral Specialist assigned to their site or program. The Behavioral Specialist can observe children and provide feedback with strategies to support positive behavior and social-emotional development.

If the Teacher/Home Visitor is uncertain if a child would benefit from a referral, or the support of a Behavioral Specialist, they will contact the Disabilities & Mental Health (D&MH) Supervisor to consult and determine the best course of action.

When behavioral concerns exist for the whole class, Teachers and center-based staff will follow the **Prevention & Intervention Team P&P**.

Procedure

Tier One

Tier One of the Pyramid Model uses strategies that are universal for all children. Teachers/Home Visitors will build positive, responsive relationships with all children and their parent(s)/guardian(s). They will also maintain high quality environments by providing developmentally appropriate space and materials for children. Teachers/Home Visitors will utilize the resources available to assist them, which include:

- Pyramid Tier 1 Strategies, available on the Drive
- Environmental Set-up Checklist from ChildPlus
- Creative Curriculum (for center-based programs)
- Second Step (for center-based programs)
- Growing Great Kids (for the Home-Based program, Coffee Creek)

Teachers/Home Visitors may request additional support from:

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- Their Program Area Supervisor (PAS), Education Specialist, Behavior Specialist and/or the Disabilities and Mental Health (D&MH) Supervisor who can help with strengths-based feedback, suggestions/strategies, resources, and finding other ways to help create responsive relationships in a supportive environment.
- The Lifeworks Mental Health Consultant (MHC) who can provide additional universal strategies or coaching on strengthening specific staff skills, as outlined in **The Role of the Mental Health Consultant P&P**. The MHC can also address the social-emotional developmental needs of specific children whose parent(s)/guardian(s) have completed a **LifeWorks Northwest Release of Information (LWNW ROI)**, as outlined in the **Developmental and Mental Health Referrals P&P**.
- For children with Individual Family Service Plans (IFSP), Northwest Regional Education Service District (NWRES D) staff may be consulted for additional strategies and brainstorming.

Tier Two

In Tier Two of the Pyramid Model, Teachers/Home Visitors will provide targeted social and emotional supports and instruction for most children. Teachers/Home Visitors will utilize the resources available to assist them, which include all the resources listed for Tier 1 as well as:

- Pyramid Model Tier 2 Strategies, available on the Drive
- The Solution Kit

Using the Individual Support Plan Guide

For select children, Teachers/Home Visitors will also start documenting challenging behaviors that are not being satisfactorily resolved using the Tier One or Tier Two strategies. Teachers/Home Visitors **must** complete section 1 of the **Individual Support Plan Guide** for a select child if any of these conditions are met:

- The child's behaviors are unsafe
- The child exhibits challenging behaviors that interfere with the child's learning or the learning of the child's peers
- There is a strong possibility the child's behavior may lead to Tier Three supports (creation of an **Individual Support Plan**)

SECTION 1

The Section 1 of the **Individual Support Plan Guide** is available on the Intranet. This section allows Teachers/Home Visitors to share information about the child's environmental needs, strengths, and interests.

*Once a Teacher/Home Visitor has completed section 1 of the **Individual Support Plan Guide** they will submit the google form:*

<https://forms.gle/FgDJxUEHPPVC96Le6>

SECTION 2

The assigned Behavior Specialist will reach out within 48 hours. They will attach Section 2 to the email. Teachers/Home Visitors can choose to complete this section independently or collaboratively with the Behavior Specialist. Section 2 allows the teacher/home visitor space to share details about the challenging behaviors, when they are most likely to occur, and toward whom.

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SECTION 3

Once Sections 1 and 2 are complete, the Behavior Specialist will reach out to the teacher/home visitor to schedule a targeted observation. They will copy the D&MH Supervisor and PAS on all email communications. If indicated, the MHC, FSA, Ed Specialist, ESD Service Coordinator may be included.

The Behavior Specialist will facilitate the completion of Section 3, where observation notes are shared, brainstorming solutions begins, and 1-2 specific goals are set.

SECTION 4

After 2-3 weeks of implementation, the support team will reconvene to determine if challenging behaviors are increasing or decreasing. If significant progress is being made, the plan will continue. If challenging behaviors are remaining consistent or increasing, the teacher will schedule a Coordinated Care Meeting. At this meeting, the support team and family will come together to create an **Individual Support Plan** for the child.

Teachers/Home Visitors may request additional support to complete the **Individual Support Plan Guide** from:

- The Behavior Specialist for their classroom and/or the D&MH Supervisor.
- The MHC who can address the mental health and social-emotional developmental needs of specific children whose parent(s)/guardian(s) have completed a **LWNW ROI**.
- For children receiving EI/ECSE Services, NWRESD staff may be consulted for additional strategies and brainstorming.

Teachers/Home Visitors are encouraged to partner with parent(s)/guardian(s) as the experts on their children to develop specific, strengths-based strategies to address challenging behaviors in the **Individual Support Plan Guide**. The **Individual Support Plan Guide** will be kept in the child's file.

Tier Three

In Tier Three of the pyramid, a formal **Individual Support Plan** to address challenging behaviors is developed. The **Individual Support Plan** is created using the **Individual Support Plan Guide** and is documented in the Mental Health Tab.

Creating the Support Plan

The Teacher/Home Visitor will schedule a **Coordinated Care Meeting (CCM)** to review the **Individual Support Plan Guide** and create an **Individual Support Plan**. The child's support team will be invited which includes:

- the parent(s)/guardian(s)
- Teacher and other classroom staff (if center-based)
- Home Visitor (if home-based)
- Program Area Supervisor
- Behavioral Specialist
- If the family has signed a **LWNW ROI**, the Mental Health Consultant will also be invited
- If the child is receiving EI/ECSE services, NWRESD staff will also be invited

Directly following the meeting, the Behavioral Specialist will assure that every member listed above gets a copy of the completed **Individual Support Plan**. The Behavioral Specialist will attach a copy of this Section to the Mental Health tab.

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If the child is receiving MHC services, the MHC will be responsible for updating the **Individual Support Plan** in the Mental Health Tab of Child Plus as needed. If the child is not receiving MHC services, the Behavioral Specialist will be responsible for updating the **Individual Support Plan**.

Plan Implementation, Evaluation, and Adjusting

Once the plan has been created, the child's support team will complete the following until it is decided by the group to end services:

Weekly

- Classroom Staff/Home Visitor, Behavior Specialist, parent(s)/guardian(s) and any consultants serving the child will implement the strategies determined and monitor the effectiveness of the strategies on the child's challenging behaviors.
- Classroom Staff/Home Visitor will review Section 4 implementation, noting the progress, ongoing concerns, and adjustment of this section as part of their weekly team meeting. A copy of those notes will be sent to the PAS, Behavior Specialist, and others as indicated.
- Parent(s)/guardian(s) are encouraged to send similar observations and suggestions to their child's Teacher/Home Visitor as able. NWRES staff serving the child are encouraged to send observations to the Teacher/Home Visitor. These observations are documented as Progress Notes in the Mental Health Tab.
- The PAS will schedule an observation in the classroom to ensure fidelity to the support plan.

As needed (every 2-4 weeks)

- After 2 weeks of implementation, the child's support team will meet to review gathered notes and observations, and to evaluate the effectiveness of the plan. The support team will complete a new Section 4 of the Individual Support Plan Guide, and document suggestions for modifications and changes, if any, and reasons for changes.
- The Behavioral Specialist will attach any new copies of this Section to the child's file in ChildPlus in the Mental Health Tab. The hard copy is kept in the child's file.
- The Individual Support Plan is updated in ChildPlus as needed by either the Behavior Specialist or the MHC.

Completion of the Individual Support Plan Guide

Once challenging behaviors have been sufficiently addressed and the support team agrees that it no longer needs to meet, classroom staff will complete the Conclusion section of the **Individual Support Plan Guide** and send this to their PAS. The PAS will review and then send this section to the D&MH Supervisor.