

## Prevention and Intervention Teams

### Head Start Program Performance Standard

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§ 1302.17

§ 1302.30

§ 1302.45

§ 1302.60

§ 1302.61

### Policy

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Community Action Early Head Start (EHS) and Head Start (HS) provides intensive support by individualizing strategies to strengthen staff and classroom community dynamics. To prevent the escalation of challenging behaviors in the classroom, staff follow the Pyramid Model strategies as outlined in the **Promoting Social and Emotional Competence in Infants and Young Children P&P**.

Any Community Action staff member may request a referral to the Prevention/ Intervention Team by contacting the Program Area Supervisor (PAS).

When Northwest Regional Education Service District (NWRES D) and LifeWorks NW (LWNW) staff have a concern for a classroom, they will contact the Disabilities and Mental Health (D&MH) Supervisor.

### Prevention and Intervention Team

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**Prevention Team** is a response to classrooms that are at risk of rising to the Intervention Team level. The purpose of Prevention Team is to ensure all Head Start Program Performance Standards (HSPPS) are met and supports are individualized for the needs of each classroom. Prevention Team will meet at least once per month to review the progress of classroom support plans and provide feedback, plan next steps, and provide access to more resources as needed.

**Intervention Team** operates on the same procedures as Prevention Team for classrooms that need more urgent support. Additional Component Supervisors and support staff are included in Intervention Team, and the number of meetings a classroom receives are more frequent.

**Prevention Team** consists of:

- the classroom team (Teacher, Assistant Teacher and Classroom Aide)
- the PAS
- a Behavioral Specialist
- an Education Specialist

*Note, other staff may be included in Prevention Team as needed. The list below indicates other staff who may be asked to join a Prevention Team, depending on classroom needs.*

**Intervention Team** consists of the same team indicated above with the addition of:

- an Early Childhood Program Manager
- Mental Health Consultant (MHC)
- Family Services Assistant (FSA)
- the following Component Supervisors:

Forms Referenced:

[Classroom Needs Rubric,  
Individual Support Plan Guide, Classroom Reflection and Planning Packet,  
Classroom Intervention Support Checklist, Pyramid Tier 1 Strategies,  
Prevention/Intervention Support Plan]

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- D&MH Supervisor
- Education Supervisor
- Health Supervisor
- Family Services Supervisor

NWESD staff serving students in the classroom will be invited to attend Prevention Team meetings to provide feedback and consultation for specific children with IFSPs.

Classrooms receiving the support of the Prevention Team will receive coaching for staff to advance their teaching practices, feedback, strategies on preventing the escalation of challenging behavior and regular monitoring to ensure strategies are being implemented.

### **Request Procedure**

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When behavior concerns for a classroom emerge, staff will complete the **Classroom Reflection and Planning Packet (RPP)**, which includes an inventory of Pyramid Tier 1 Strategies. For individual children exhibiting persistent challenging behaviors, the staff will begin the **Individual Support Plan Guide**. Coordinated Care Meetings and referrals to NWESD and LWNW will be completed, as indicated. If behavior concerns continue to persist, staff may request a referral to the Prevention/Intervention Team.

To request support from the Prevention/Intervention Team, staff will submit an email to their PAS with “PIT Support Requested” in the subject line. If staff do not receive confirmation of the request within 48 hours, they will open the original email, forward it to the PAS and copy the Program Manager to request an update.

Within a week of a PAS receiving a request for support, the PAS will complete and submit a **Classroom Needs Rubric**. Once complete, the form will be sent to the Early Childhood Program Managers, the Disabilities & Mental Health Supervisor, and the Education Supervisor, and Family Services Supervisor. The email subject header will be “Referral for Intervention Team Supports” and flagged as high importance.

### **After the Referral Request is Received**

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Head Start Managers Will:

- Determine which Manager will be assigned to support this classroom and reply all to the email from the PAS, informing the team of the decision.
- Component Supervisors Will:
  - The D&MH Supervisor will assign a Behavioral Specialist to coordinate support for the classroom.
  - The Education Services Supervisor will assign an Education Specialist to provide coaching to the classroom staff.

Each Component Supervisor will reply all to email so that the team knows which staff are assigned to the classroom.

PAS will schedule a meeting with the Education Services Supervisor and/or Disabilities and Mental Health Supervisor to review the **Classroom Needs Rubric** and determine if the classroom requires support from the Prevention Team or the Intervention Team within 48 hours of the observation. Once this determination has been made, the Disabilities and Mental Health Supervisor will email the Manager, Component Supervisors, and other assigned staff to inform them of the decision. The PAS will inform the classroom team.

Forms Referenced:  
[Classroom Needs Rubric,  
Individual Support Plan Guide, Classroom Reflection and Planning Packet,  
Classroom Intervention Support Checklist, Pyramid Tier 1 Strategies,  
Prevention/Intervention Support Plan]

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If a classroom is determined to need the support of the Prevention Team or Intervention Team, the D&MH Supervisor will inform the NWRES D staff serving that site of the decision.

**Coordination of Classroom Support**

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The Behavioral Specialist will:

- Complete the following within 24 hours of receiving a **Classroom Needs Rubric** that has been checked for Prevention/Intervention Team support:
  - Input the referral into the Child Plus Module **Prevention/Intervention Team Referral**, even if the rubric shows Prevention/Intervention support is not needed.
    - Classrooms that do not qualify for Prevention Intervention Team support will be referred to their assigned Education Specialist for support.
- Start prevention services by coordinating and completing:
  - A time to complete an observation with the Education Specialist within 48 hours of receiving the notification of services needed.
    - The Prevention Team or Intervention Team will develop a plan for classroom support using the **Prevention/Intervention Support Plan** form.
- Review any existing **Individual Support Plan Guide** with classroom team.
  - Work with classroom staff to complete the **Individual Support Plan Guide** for individual children as needed.
  - Work with classroom team to identify any referrals to LWNW or NWRES D that still need to be completed.
- Conduct individual follow-ups with classroom staff as needed, using the
- Conduct regular observations based on the **Prevention/Intervention Support Plan** to track progress, identify successes, and make recommendations for revising or reducing strategies.
- Provide whole group and individual child behavior supports as outlined in the **Prevention/Intervention Support Plan**.
- Create and maintain a schedule of site visits showing when the Education Specialist, Behavioral Specialist, NWRES D staff and MHC will make regular visits to the classroom to prevent too many or overlapping visits in one day. The Behavioral Specialist will ensure this schedule is regularly updated and shared with all members of the Prevention Team.
- Coordinate regular meetings with all members of the Prevention/Intervention Team.
  - If Prevention Team, this will be done within one month after the initial **Prevention Support Plan** is implemented and ongoing as needed to review and revise the plan.
  - If Intervention Team, this will be done within two weeks after the initial **Intervention Support Plan** and ongoing as needed.
- Document the current **Prevention/Intervention Support Plan**, ensuring the most current version is saved to Child Plus and shared with all members of the Prevention/Intervention Team.
  - For sites qualifying for services with the Education Specialist only; the Education Specialist will document coaching details in the Coaching Module of ChildPlus. Site visits and times will also be documented in the Prevention-Intervention Module of ChildPlus, with a note to see the details in the Coaching Module.

Forms Referenced:

[Classroom Needs Rubric,  
Individual Support Plan Guide, Classroom Reflection and Planning Packet,  
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Prevention/Intervention Support Plan]

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- Ensure lines of communication among all members of the Prevention/Intervention Team are clear and consistent. Send reminders when observations, team meeting notes and coaching notes must be uploaded to Child Plus; ensure all team members have access to the notes and are aware when new documentation is added.
- Review follow up **Classroom Needs Rubrics** completed by PAS together with the PAS. Ensure follow up **Classroom Needs Rubrics** are uploaded to Child Plus.

The PAS will:

1. Start prevention or intervention services by coordinating:
  - a. If Prevention level, a Prevention Team meeting within two days of the observation with the, Education Specialist, Behavior Specialist, Classroom Team. NWRESD will be informed about Prevention Team results. They may attend future meetings as needed regarding services for a child with an IFSP.
  - b. If Intervention level, an Intervention Team meeting within one day of the observation with the Manager, Mental Health Consultant, Family Services Assistant, Disabilities and Mental Health Supervisor, Education Services Supervisor, Family Services Supervisor, Health Supervisor, , Education Specialist, Behavior Specialist, and Classroom Team. NWRESD staff will be invited to attend.
2. Review all documentation in Child Plus and provide feedback within 2 working days.
3. Conduct regular observations (at least weekly, until progress is documented) to ensure **Active Supervision and Safety Plans** are being updated in accordance with the **Prevention/Intervention Support Plan** and followed to fidelity.
4. Review all coaching and observation notes in Child Plus, as well as the most current **Prevention/Intervention Support Plan** Packet and monitor the implementation of plans.
5. Complete follow up **Classroom Needs Rubrics** every six weeks. Each rubric will be reviewed with the Behavior Specialist or Education Specialist (for classrooms receiving Education Specialist support only) for review and data entry. These results will be shared with the entire support team at the next scheduled meeting so everyone can see and track progress.

The Education Specialist will:

1. Coordinate a coaching plan with staff.
2. Conduct regular observations of staff teaching practices and provide feedback.
3. Upload coaching notes into coaching module of ChildPlus. Dates and times of coaching will also be added to the Prevention/Intervention module of ChildPlus with a note to see the details in the coaching module entries.

The other members of Prevention/Intervention Team will:

1. Regularly review all notes and documentation uploaded to Child Plus.
2. Attend meetings of the Prevention/Intervention Team.

All members of the Prevention/Intervention Team will utilize time at Prevention/Intervention Team meetings to monitor progress and brainstorm solutions to barriers.

Prevention/Intervention Team supports will conclude when determined by the classroom team, and PAS and Manager are in agreement.

Forms Referenced:

[Classroom Needs Rubric,  
Individual Support Plan Guide, Classroom Reflection and Planning Packet,  
Classroom Intervention Support Checklist, Pyramid Tier 1 Strategies,  
Prevention/Intervention Support Plan]

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Education and Behavior Specialists will continue to visit the sites where support was terminated. The visits will be at least two hour every two weeks, specifically including the times of the day when support was most needed and will continue for two months. Site visits will be reduced to once a month thereafter for the remainder of the program year.

- In the case of escalation following the termination of support, the Specialist or PAS will complete a new rubric and the team will reconvene to consider what additional supports are needed.