



# Additional Classroom Supports

## KCReady4s (Kzoo County Pre-K) Behavior & OT Support

TIER 1 SUPPORTS

**Tier 1 Supports**  
**Implementation of High Quality Practices**  
Pre-K Teaching teams and center directors work together, with the support of KCReady4s Teacher Mentors and GSRP Early Childhood Specialists, to implement high quality practices throughout the classroom.

- ◆ Provide a supportive classroom environment
- ◆ Build positive relationships with children and families
- ◆ Attend PD on challenging behaviors and OT topics

**Support Documents:**  
Best Practices Checklists, Curriculum materials, CLASS tool, MI Early Childhood Standards of Quality, Child assessment/screening tools

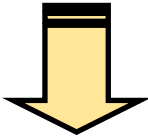


TIER 2 SUPPORTS

**Tiers 2 Supports**  
**Challenging Behavior is Identified**  
The team works together to collect behavior data, analyze the information, seek strategies and implement a behavior action plan. KCReady4s Behavior Specialist and/or Occupational Therapist may be involved during this process.

- ◆ Focus on a specific child
- ◆ Document behavior, identify and implement strategies
- ◆ Monitor success and repeat

**Support Documents:**  
Time Samples, ABC Charts, Tally Sheets, Incident Reports, child assessment information, Behavior Support Team Referral Form, Parent Consent, Implementation Log



TIER 3 SUPPORTS

**Tier 3 Supports**  
The team continues to meet for follow up support and to seek solutions. Referrals for additional support services may be pursued in partnership with the family.

- ◆ Modify goals and/or action plan for follow-up support
- ◆ Assist family in seeking additional support services as recommended

**Support Documents:**  
Observation Results and Recommended Strategies, additional documents as identified by the team



# Additional Classroom Supports

## KCReady4s (Kzoo County Pre-K) Behavior & OT Support

### Tier 1 Supports: Implementation of High Quality Practices

With the support of Teacher Mentors and GSRP Early Childhood Specialists, preschool and pre-K teaching teams strive to implement high quality practices which will benefit all children. Curriculum materials, the CLASS tool, and the MI Early Childhood Standards of Quality will be used as resources.

- Best Practices Checklists for Classroom Environment and Adult-Child Interaction are implemented.

### Tier 2 Supports: Challenging Behavior is Identified

The *onsite team* (consisting of the entire pre-K teaching team, the center director, the Teacher Mentor, the GSRP Early Childhood Specialist, and family members as appropriate) meets with a focus of exploring classroom behaviors and seeking solutions. The KCReady4s Behavior Specialist and/or Occupational Therapist may conduct an observation during this step.

- **Collecting Documentation**
  - Utilize data collection tools such as time samples, tally sheets, ABC charts, incident charts.
  - Review developmental screener, child assessment tools, anecdotal notes, family feedback, etc.
- **Review Documentation and Create/Implement Action Plan**
  - Potential strategies are identified and implemented with fidelity for a pre-determined amount of time (i.e.) two to three weeks.
  - Onsite support team members observe implementation of strategies and provide feedback (i.e.) center director, Teacher Mentor, Early Childhood Specialist.
- **Review Progress**
  - The onsite support team meets to review documentation and evaluate successes. If challenging behavior is reduced, continue implementation of identified strategies.
  - If challenging behaviors continue, a Behavior Support Team (BST) Referral Form may be submitted to access KCReady4s Behavior Support Specialist and/or Occupational Therapist for an observation (with family consent). *Additional documentation is required including behavior documentation forms, assessment data, etc.*
  - KCReady4s Behavior Support Specialist and/or Occupational Therapist conducts a classroom observation.
  - A Behavior Support Team meeting is held with appropriate preschool staff, KCReady4s Teacher Mentor and GSRP Early Childhood Specialist, and family members. Possible solutions are generated and action steps are identified. The behavior plan is implemented with fidelity and documented using the Implementation Log.
  - Behavior support team reconvenes for a follow up meeting to determine success of strategies. If goals are met and action plan is working (progress has been identified), staff continue to monitor and TM/ ECS provide ongoing support. Additional follow-up meetings may be scheduled.
  - If action plan is not working, the team identifies Tier 3 supports.

### Tier 3 Supports: Continued Support with the Behavior Support Team

- After follow up meeting(s) with the Behavior Support Team, the team may meet again to modify and refine the goals and/or action plan for behavior support. Additional outside services (such as P.E.T. or others) may be recommended and facilitated by the appropriate team member. Pre-K teaching team continues to support the child with various strategies.



## Implementation of Classroom Practices Best Practices Checklist (Tier I Behavior Supports)



<b>Pre-K Program:</b>	<b>Classroom:</b>
<b>Person Completing:</b>	<b>Key Code:</b>
<b>Date:</b>	“X” = Not Yet      “●” = Sometimes      “✓” = In Place

Classroom Learning Environment			
LT/AT	Admin	TM or ECS	Indicators
			Free of safety and/or health concerns
			Well defined interest areas, clearly labeled
			Interest areas with compatible activities are adjacent
			Learning areas allow room for multiple children
			Long or wide-open spaces are eliminated
			Homelike touches are evident in the classroom
			Materials are stored on low, open shelves and easily reached by children
			Labels are available to identify where materials belong
			Materials are age-appropriate, safe, attractive, and in adequate supply
			Majority of materials are open ended
			Children’s interests are considered when deciding what to put in learning centers
			Materials are changed to maintain interest
			Many “real items” are available in place of replicas
			Materials provided are culturally relevant, providing both “mirrors and windows”
			Classroom clutter, including commercial/adult-made displays, is minimal
			Children’s names and photos are displayed in a variety of locations
			Children’s work is on display in many interest areas at children’s eye level

Daily Routine			
LT/AT	Admin	TM or ECS	Indicators
			Schedule is designed to include a balance of teacher and child led activities

Daily Routine (Continued)			
			The schedule alternates between active and quiet times
			A schedule is posted for adult use
			Visual, interactive schedule is posted at children’s level
			Children are taught the schedule; teachers and children refer to schedule throughout the day
			Implements schedule consistently

Large and Small Group Times			
LT/AT	Admin	TM or ECS	Indicators
			Has needed materials readily available
			Has a planned beginning, middle, and end to each group experience
			Provides opportunities for children to be actively involved
			Observes children’s engagement and adjusts accordingly
			Provides alternate arrangements for children who choose not to participate
			Individualizes instruction and scaffolds learning with specific goals in mind for each child
			Extends learning into other areas of the classroom to incorporate children’s interests

Transitions			
LT/AT	Admin	TM or ECS	Indicators
			Plans activities for daily transitions; uses as learning opportunities
			Minimize wait time during transitions
			Teaches children the expectations associated with transitions
			Gives notice prior to transitions; individualizes notifications when helpful
			Transition children in small groups as much as possible

These materials were partially developed under a grant awarded by the Department of Education



Implementation of **Classroom Practices**  
Best Practices Checklist (Tier I Behavior Supports)



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**Notes:**



## Implementation of **Adult-Child Interactions** Best Practices Checklist (Tier I Behavior Supports)



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Building Positive Relationships			
LT/AT	Admin	TM or ECS	Indicators
			Shows respect, consideration, warmth to all children; moves near children; engages at eye level
			Adults focus on children; verbally interacts with individual children during routines and activities
			Uses a variety of strategies to build relationships with <i>all</i> children
			For a child(ren) with challenging behaviors, adult attends to the child in positive ways at times when the child is not engaging in challenging behavior
			Promotes a sense of classroom community

Examining Teacher Attitudes, Beliefs, and Skills			
LT/AT	Admin	TM or ECS	Indicators
			Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior
			Understands that all children’s behaviors are conveying a message
			Identifies the behaviors that “push my buttons”; develops proactive strategies in these situations
			Works together as team to problem solve around issues related to challenging behaviors (other teachers, director, family)
			Implements self-care strategies

Guiding Children’s Learning			
LT/AT	Admin	TM or ECS	Indicators
			Moves throughout the classroom and interacts with children to address their interests
			Engages in children’s play within the context of current play theme; extends play as appropriate
			Engages in high level questioning to support children’s learning

Guiding Children’s Learning (Continued)			
			Encourages children’s efforts and accomplishments
			Gives, or encourages children to locate, information to expand their knowledge base
			Encourages children to seek assistance from peers

Teaching Social Emotional Strategies			
LT/AT	Admin	TM or ECS	Indicators
			Teaches children to identify and label their own feelings; recognize and identify feelings of peers
			Shows sensitivity to individual children’s needs
			Teaches children strategies for self-regulating behaviors (e.g.) Mindful Moments
			Structures activities to encourage and teach sharing and working cooperatively
			Labels own emotional states and provides an action statement (e.g. I am feeling frustrated so I better take some deep breaths to calm down). Models appropriately.
			Implements all steps of the conflict resolution process

Giving Directions and Establishing Clear Limits			
LT/AT	Admin	TM or ECS	Indicators
			Teaches <i>and reteaches</i> rules and appropriate expectations for each classroom area and part of the daily routine
			Provides opportunities for children to practice classroom rules
			Gains children’s attention before giving directions
			Gives clear directions that are positive
			Gives children choices and options when appropriate
			Follows through with encouraging statements of children’s behavior
			All adults enforce classroom rules consistently and fairly

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Implementation of **Adult-Child Interactions**  
Best Practices Checklist (Tier I Behavior Supports)



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**Notes:**

# Kalamazoo County Ready 4s



## Classroom Observation Consent Form

## Formulario de Consentimiento para Observación de Aula

Preschool or Pre-Kindergarten Program/	
Child's Name/Nombre de Niño (a):	Child's Date of Birth/ Fecha de Nacimiento del Niño(a):
Parent or Family Name/Nombre de Padre o Familia:	Parent or Family Phone/ Teléfono de Padre o Familia:
Parent or Family Email/Correo Electrónico del Padre o Familia:	

My child may be observed in the natural classroom setting by the KC Ready 4s Behavior Support Specialist. This support resource provides suggestions and recommendations to the teaching team, and to families, regarding how to make the preschool or pre-K experience joyful, intentional, and life changing for my child. A copy of the recommendations will be offered to me and the classroom teachers as well.

Mi hijo puede ser observado en el salón de clases natural por el Especialista de Apoyo de Comportamiento KC Ready 4s. Este recurso de apoyo proporciona sugerencias y recomendaciones para el equipo docente y a las familias, sobre cómo hacer el preescolar o pre-K una experiencia gozosa, intencional y que cambie la vida para mi hijo. Una copia de las recomendaciones se ofrecerá a los maestros, así como los padres o tutores.

\_\_\_\_\_  
**Parent Signature/Firma del Padre**

\_\_\_\_\_  
**Date/Fecha**

## BST & OT Process-Program Checklist

*\*This Program Checklist & Common Language is to be used as a guide for Program Director, Teachers, and other staff. It does not need to be submitted as a part of the BST & OT process.*

**Student Name:**

**Teacher(s):**

Action	Staff Name & Date Completed
Program Director ensures Tier 1/classroom supports are in place for classroom management/behavior/social-emotional learning using Best Practices Checklists and/or other tools	
Teacher documents behavior concerns & communicates with Program Director	
Teacher & Program Director continue monitoring and communicate behavior concerns with child's family	
Teacher and/or Program Director contacts Early Childhood Specialist (GSRP) &/or Teacher Mentor (KCReady4s) regarding supports needed	
Early Childhood Specialist and/or Teacher Mentor completes a classroom observation <b>Observation Date/Time:</b>	
Teacher or Program Director completes <i>BST &amp; OT Referral Form</i> and submits to MTSS Specialist (GSRP) and/or Behavior Support Specialist (KCReady4s)	
<i>For KCReady4s Site Only:</i> Parental Consent for Behavior Support Specialist and/or Pediatric Occupational Therapist to observe has been obtained & sent to Behavior Support Specialist	
<i>For KCReady4s Site Only:</i> Observation by Behavior Support Specialist has been scheduled <b>Observation Date/Time:</b>	
<i>For KCReady4s Site Only, as applicable:</i> Observation by Pediatric Occupational Therapist has been scheduled <b>Observation Date/Time:</b>	
Program Director or Teacher contacts child's family to invite them to BST Meeting #1, utilizing <i>Common Process/ Language for Scheduling a BST Meeting</i> on next page	
BST Meeting #1 is scheduled with appropriate staff by MTSS Specialist or Behavior Support Specialist <b>Meeting Date/Time:</b>	
BST Meeting #1 is held with all applicable staff and child's family	
Program Director & Teachers complete Action Items as assigned during BST Meeting, and continues to monitor progress (ongoing)	
Program Director or Teacher contacts child's family regularly to communicate progress (ongoing)	



Program Director or Teacher contacts child's family to remind of upcoming BST Meetings (ongoing)

### *Common Process/Language for Scheduling a BST Meeting*

When contacting the child's family to invite them to the BST Meeting #1:

- Remind of strengths of their child.
- Remind of challenging behaviors demonstrated at school, and note that a team will be meeting to brainstorm interventions that could be put in place to support the child and family. (It is often helpful to let them know who will be present at the meeting, so seeing a larger group is not a surprise and less intimidating.)
- If the team has meeting dates/times in mind, provide these and determine which option allows them to attend. If the team does not yet have meeting dates/times in mind, ask the family what would be the best date/time to schedule the meeting so that they are able to attend, then follow-up with the team regarding the date/time of the meeting.
- Thank them for supporting the needs of their child by speaking with you (and attending the meeting if they commit to attend).
- The day before or day of the BST Meeting #1: call, text, or notify the family to remind them it is occurring and confirm their attendance. If they are no longer available to attend, determine their preference to reschedule the meeting or continue it as scheduled.

For Follow-Up BST Meetings:

- Call or notify family to remind them the date and time of the scheduled Follow-Up BST Meeting, and confirm attendance.
- Note general progress of their child, and that the team will discuss details at the Follow-Up BST Meeting.
- Thank them for their continued support.

# Behavior Support Team (BST) & OT Referral Form

Complete and submit to MTSS Specialist (GSRP) and/or Behavior Support Specialist (KCReady4s). Academic/behavior data, and Parent Observation Consent Form (KCReady4s only) **must be included with** this Referral Form to be considered complete.

Type of Referral			
<input type="checkbox"/> Behavior Only	<input type="checkbox"/> OT Only (KCReady4s only)	<input type="checkbox"/> Behavior & OT (KCReady4s only)	
Student & Staff Information			
Student Name:		DOB/Age:	Today's Date:
Teacher:		Site:	Primary Language:
Director Name:	Early Childhood Specialist Name (if appl):	Teacher Mentor Name (if appl):	Parent(s)/Guardian(s) Names:
Date(s) of Director Contact:	Date(s) of ECS Contact (if appl):	Date(s) of Teacher Mentor Contact (if appl):	Date(s) of Parent Contact:
Student's Strengths:			
Additional Supports Received			
Please list all additional supports the child may be receiving. <i>This information must be collected from the family prior to submitting this form.</i>			
<input type="checkbox"/> Speech and Language Support	<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Physical Therapy	
<input type="checkbox"/> Counseling	<input type="checkbox"/> Other (please describe):		
Developmental/Academic Concerns			
<input type="checkbox"/> Speech/Articulation Skills	<input type="checkbox"/> Vocabulary/Oral Language	<input type="checkbox"/> Comprehension	
<input type="checkbox"/> Communication	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Social/Emotional Skills	
<input type="checkbox"/> Sensory Functioning	<input type="checkbox"/> Cognitive	<input type="checkbox"/> Other:	
Reason for Referral – specific area(s) of concern (please <b>attach</b> ASQ/HS COR/TS Gold/other Assessment Data):			
Strategies/interventions implemented:			
Briefly describe the child's response to previously implemented strategies/interventions. How have they been successful? Unsuccessful?			
Social-Emotional Concerns			
<input type="checkbox"/> Physical Aggression (biting, kicking, injury to self/others, punching, spitting)		<input type="checkbox"/> Inappropriate Language	
<input type="checkbox"/> Non-Compliance (climbing, disrespect, disrobing, running)		<input type="checkbox"/> Play Skills	
<input type="checkbox"/> Property Damage (breaking objects, throwing chairs)		<input type="checkbox"/> Other:	
Reason for Referral – specific area(s) of concern (please <b>attach</b> Behavior Logs):			
Strategies/interventions implemented (select all that have been implemented):			
<input type="checkbox"/> Setting Limits	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Distraction	
<input type="checkbox"/> Redirection	<input type="checkbox"/> Ignore Behavior	<input type="checkbox"/> Role Model/Play	
<input type="checkbox"/> Visual Prompts	<input type="checkbox"/> Social Stories	<input type="checkbox"/> Schedule Review	
<input type="checkbox"/> Clear Directions	<input type="checkbox"/> Encouragement	<input type="checkbox"/> Teach Self Management	
<input type="checkbox"/> Put Words to Feelings	<input type="checkbox"/> Move Child within Group	<input type="checkbox"/> Proximity Control	
<input type="checkbox"/> Gestural Prompts	<input type="checkbox"/> Remove from Group	<input type="checkbox"/> Gather Family Input	
<input type="checkbox"/> Debrief w/Student	<input type="checkbox"/> Peer Assistance	<input type="checkbox"/> Other:	
Briefly describe the child's response to previously implemented strategies/interventions. How have they been successful? Unsuccessful?			