

Example EC PBIS Process for Individualized Intervention

This document provides example processes for behavior consultation for preschools implementing EC PBIS. They have been adapted from samples provided by the National Center for Pyramid Model Innovations (NCPMI). These are considered examples, not exemplars.

Example 1

Step 1: Data Collection

- Teacher completes Behavior Incident Report (BIR) for any challenging behavior per the procedures and definitions of behavior established by the program.

Step 2: Grade Level Problem Solving or Professional Learning Community

- Teaching teams review the BIR data together at monthly grade level meetings. These meetings include the Classroom Coach and/or the behavior support person for the building. Administrators are also suggested to attend.
- During the grade level meeting, participants look for any patterns for behavior incidents within and across classrooms to address concerns efficiently. Data analysis is supported by the BIRS Look-Think-Act guide.
- Teaching teams will collaborate and problem solve with the Classroom Coach and/or the behavior support person to gain support in developing ideas for addressing any challenging behavior in their classroom.
- For any students with 5 or more behavior incidents in a month, more individualized conversations will take place. Targeted strategies will be developed as needed.

Step 3: Behavioral Consultation

- If behavior incidents are not decreased after two weeks of consistent and accurate implementation of strategies or the child has injured self or others, the teacher will complete the Behavior Support Consultation form for a classroom consultation/observation.
- The behavior support person and/or Classroom Coach work with the teaching team to determine if additional strategies might be tried or if the functional assessment and behavior plan process will be initiated.
- The team determines who will contact the family to initiate the collaborative teaming process. This includes a brief meeting or phone call to obtain more information and describe the functional assessment and behavior support plan development process.

Step 4: Functional Assessment

- Collaborative team (e.g., family, teacher, Classroom Coach, behavior support person, administrator) convenes for functional behavioral assessment meeting per the Prevent, Teach, Reinforce for Young Children (PTR-YC) process.
- Functional assessment interviews completed and additional observations and data are collected.

Step 5: Behavior Support Plan

- Collaborative team convenes to confirm hypothesis and develop the behavior support plan.

Example 2

Step 1

- Child has behavior challenges that are not developmentally normative (intensity, frequency, duration) or is harmful to self or others.
- Child does not respond to developmentally appropriate child guidance procedures.

Step 2

- Teacher completes a BIR for each incident and begins working with the Classroom Coach to enhance Tier 1 strategies and embed instructional opportunities through the child's day.

Step 3

- If behavior incidents are not decreased, the teacher will contact the behavior specialist who will review BIR data, complete an observation, and meet with classroom team (which may include the Classroom Coach).
- Behavior specialist and classroom team determine if functional assessment is needed (if not, targeted strategies are developed).
- Behavior specialist identifies data to be gathered for functional assessment and timeline for completion.

Step 4

- Behavior specialist contacts family and sets up team meeting for support plan development.

Step 5

- Behavior specialist and classroom team complete functional assessment data collection
- Behavior specialist prepares data for support plan development meeting and prepares draft hypotheses.

- Team convenes, including behavior specialist, teacher, Classroom Coach, other support staff, and family members. Behavior specialist facilitates support plan development meeting.
- Support plan developed for classroom implementation. Support plan includes home and community strategies if desired by family.

Step 6

- Classroom team implements plan with coaching support.
- Classroom team continues to collect data via BIR.
- Support team meets one month post-plan implementation (or sooner as needed) to review plan and data.

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.