Example Process for Individualized Intervention

This document provides examples of processes for accessing behavioral consultation and individualized intervention in preschools. They have been adapted from the National Center for Pyramid Model Innovations (NCPMI) samples. 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 of 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 develop a plan for supporting their classroom based on the data.
- For any students with 5 or more behavior incidents in a month, more individualized conversations will take place. Additional strategies will be developed collaboratively.

Step 3: Behavioral Consultation

- If behavior incidents are not decreased after two weeks of consistent and accurate implementation of the 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 develop a Tier 2 instructional plan in which a missing skill is identified and taught, practice opportunities are embedded throughout the day, and feedback is provided. Progress on the plan will be monitored.
- The behavior support person and/or Classroom Coach will work with the teaching team to analyze Tier 2 data and 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 data are collected, and a hypothesis is developed per the PTR-YC process.

Step 5: Behavior Support Plan

- Collaborative team convenes to confirm hypothesis and develop the behavior support plan, considering prevention, teaching, and reinforcement strategies.

Example 2

Step 1: Data Collection

- 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.
- Teacher completes a BIR for each incident.

Step 2: Classroom Coach Support

- Teacher begins working with the Classroom Coach to enhance Tier 1 strategies and embed instructional opportunities throughout the child's day.

Step 3: Behavioral Consultation

- If behavior incidents are not decreased, the Classroom Coach will contact the behavior support person who will review BIR data, complete an observation, and meet with classroom team (which may include the Classroom Coach).
- Behavior support person and classroom team develop a Tier 2 routine-by-skill matrix to embed additional instructional and practice opportunities.
- Behavior support person and classroom team monitor progress of Tier 2 plan and determine if functional assessment is needed (if not, targeted strategies are changed or continued).

Step 4: Initiate Functional Assessment

- If it is determined that a functional assessment is needed, the behavior support person identifies data to be gathered for functional assessment and timeline for completion.
- Behavior support person contacts family and sets up team meeting for support plan development.

Step 5: Functional Assessment & Behavior Support Plan
- Behavior support person and classroom team complete functional assessment data collection
- Behavior support person prepares data for support plan development meetings and prepares draft hypotheses.
- Team convenes, including behavior support person, teacher, Classroom Coach, other support staff, and family members. Behavior support person facilitates support plan development meeting.
- Behavior support plan developed for classroom implementation. Support plan includes home and community strategies if desired by family.

Step 6: Implement Plan

- 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.