Classroom Management Protocol – NMCAA

**Tier 1 Services**

Foundation – 80% of the children fall into this category - Teaching staff will work with their Collaborative Center Services Coordinator (CCSC) to ensure foundational pieces are in place and being implemented with fidelity. When it has been decided that the below items are in place, and challenging behaviors still exist, then the Teaching staff, parent and CCSC will decide the next steps to take in Tier 2.

**Child**

* + Are child’s basic needs being met?
	+ Physicals/Hearing/Dental – completed by the family
* ESI-R(HS) or ASQ and DECA(EHS)– completed by the teaching staff
* Individualized lesson planning – implemented by the teaching staff
* GOLD assessment completed according to schedule, including daily anecdotal writing – completed by the teaching staff

 **Quality Environment and Instruction**

* Communication between staff and family regarding child’s strengths and areas for growth
* CLASS observation – completed by the CCSC
* Creative Curriculum – implemented with fidelity by the teaching staff
* Creative Curriculum Implementation Checklist – completed by the teaching staff
* Intentional and individualized lesson planning- implemented by the teaching staff
* Mental Health Checklist – completed by the CCSC
	+ Safety Checklist – completed by the CCSC and/or teaching staff
	+ Quality instruction – implemented by the teaching staff
		- Teach and practice the behavior you want to see
		- Consistent/clear expectations for the children
		- Follow through with expectations
		- Predictable daily routine – posted & frequently referenced
		- Classroom Rules – posted & frequently referenced
		- Building a school community
		- Teach self-regulation techniques- i.e. breathing, yoga
		- Relationship based interactions – enjoy time with children
		- Intentional Transitions with appropriate warnings
		- Noticing the behavior you want to see
		- Pro-active strategies (plenty of materials, engaging studies around students interests, reading children’s cues)
		- Teacher directed activities are less than 20 minutes and are developmentally appropriate
	+ Active Supervision implemented with fidelity
	+ Conscious Discipline implemented with fidelity
	+ Conscious Discipline Competency Checklists – completed by teaching staff

Page 2 of 3

* + PQA – completed by the Early Childhood Specialist(for sites with GSRP)

**Tier 2 Services**

Intentional/Individualized Instruction – 15% of the children fall into this category. The Education Coach/CCSC, Teaching staff and parents will complete a Classroom Support Plan (CSP) with next step actions for the individual child that needs more intentional support. On the CSP, timelines will be stated and who will follow through on each task. Copy of the CSP will be sent to the Collaborative Center Program Manager. If the below items are in place and the CSP plans have been implemented with fidelity and the challenging behavior continues then the CCSC, Teaching staff, and parent will decide the next steps to take in Tier 3.

**Meeting each child’s educational need** – A behavior strategy can take 6-8 weeks for change to happen and when you take a behavior away from a child you have to replace it with another behavior that is productive within the classroom environment.

* + Coaching support – Coaching Guide for individual behavior triggers
	+ Are there situations/challenges happening in this child’s life and more supports need to be put into place for the family?
	+ Teaching staff increasing their knowledge
	+ Behavior Tracking – completed by teaching staff
	+ Individualized Visuals – created by teaching staff or support staff
	+ GOLD assessment domain specific focus – teaching staff and CCSC
	+ Social Stories – completed by teaching staff with coaching support
	+ E-DECA – completed by parents and teaching staff
	+ SPM – completed by parents and teaching staff
	+ Mental Health - visit & immediate feedback
	+ Lesson plan – documentation of Tier 2 plans
	+ Noni app
	+ Behavior Specialist support visits
	+ Theraplay and Sunshine Circles implemented in classroom (training available)
	+ I Love You Rituals
	+ ISD support though MTSS or Building Blocks sharing
	+ Tools for Tots – resource to consult
	+ Cara’s Kits – resource to consult
	+ Peer Mentoring classroom visit
	+ Reflective Practice – group or one on one
	+ Collaborative Center Program Manager classroom visit

 Page 3 of 3

 **Tier 3 Services**

* Multi-tiered Systems of Support
* Mental Health targeted/individualized intentional instruction
* ISD referral
* ISD support with IEP/IFSP
* ISD with IEP/IFSP moving to ECSE – when the recommendation is an ECSE classroom Head Start will comply with this placement
* ISD with IEP/IFSP staying in classroom
	+ Behavior Plan from ISD
	+ Differentiated Lesson Plan
	+ ISD with no qualifying or support

**Steps to decreasing crisis situations – Kristie Pretti-Frontczak**

* + Schedule times throughout the day to watch the child and their ability to get their wants and needs met. Your aim is to determine the child’s main ways of communicating.
	+ Modify the learning environment so it is more responsive to the child’s subtle or non-verbal attempts to communicate.
	+ Plan for successful interactions during situations that present a high change of behavior. Your actions and interactions are very short and highly prompted at first for everyone’s safety.
	+ During the situations where you anticipate the child is likely to exhibit behavior, prepare yourself so to create change that supports the child during this difficult situation.
	+ When necessary, step in and guide the child away from others before the behavior occurs. You can also attempt to disrupt the child in the moment by asking them to become aware of how they are feeling, to redirect the flow of their energy and thinking, and to then learn new ways of responding before they are at the point of disruptive behavior.
	+ There will be times, however, where you’ll need to guide the child away from the situation. The goal here is guide them to re-regulate.
	+ Help the child successfully return to the situation once regulated versus allowing the behavior to end the activity. This is where you remind them of the ‘new behavior’ since you have removed a learned behavior.
	+ While it can be a challenge, try not to jump to the conclusion that the child is being ‘manipulative’ or ‘knows better.’ Spend time figuring out why and how to help them generate better ways of expressing themselves.

8/23 (8/17) SP:EHS&HS/CC/Website/Education/BehaviorManagement/ClassroomManagementProtocol