Classroom Management Protocol – NMCAA

**Tier 1 Services**

Foundation – 80% of the children fall into this category - Teaching staff will work with their Education Coach 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 exists then the Teaching staff, parent and Education Coach will decide the next steps to take in Tier 2.

**Quality Environment and Instruction**

* Are children’s basic needs being met?
* Active Supervision implemented with fidelity
* Communication between staff and family regarding child’s strengths and areas for growth
  + Creative Curriculum Implementation Checklist – completed by the teaching staff
  + Safety Checklist – completed by the Site Supervisor
  + 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 ie. 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 developmentally appropriate
  + Intentional and individualized lesson planning – teaching staff
  + Power Packs Pre-K Self-Regulation Edition app
  + Positive Behavior Support Strategies blue cards
  + ELLCO observation – completed by the Education Coach & teaching staff
  + CLASS observation – completed by the Education Coach
  + Conscious Discipline implemented with fidelity
  + Conscious Discipline Competency Checklists – completed by teaching staff
  + Creative Curriculum – implemented with fidelity by the teaching staff
  + Physicals/Hearing/Dental - family
  + ESI-R – completed by the teaching staff
  + Mental Health Checklist – completed by the Education Coach
  + GOLD assessment 3 times a year including daily anecdotal writing
  + PQA – completed by the Early Childhood Specialist, if applicable

**Tier 2 Services**

Intentional/Individualized Instruction – 15% of the children fall into this category. The Education Coach, Teaching staff and parents will complete a Classroom Support Plan 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 Education Coach Manager. If the below items are in place and the CSP plans have been implemented with fidelity and the challenging behavior continues then the Education Coach, 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.

* Classroom Strategies worksheet
  + 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 Education Coach
  + Social Stories – completed by teaching staff with coaching support
  + E-DECA – competed by parents and teaching staff
  + SPM – completed by parents and teaching staff
  + Mental Health - visit & immediate feedback
  + Lesson plan – documentation of Tier 2 plans
  + 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
  + Education Coach Manager visit

**Tier 3 Services**

* Multi-tiered Systems of Support
* Mental Health targeted/individualized intentional instruction
* ISD referral
* ISD support with IEP
* ISD with IEP moving to ECSE – when the recommendation is an ECSE classroom Head Start will comply with this placement
* ISD with IEP 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.

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