

WEBINAR

Developing Support Plans for Individual Children's Needs in Your Program





THE PRESENTER

CYNTHIA PARKER

In this session we will discuss ways to develop a support plan through:

- + Documenting children's behavior
- + Choosing specific strategies to meet a child's needs
- + Using a team approach to maximize success



*" There are three kinds of teachers
in the world:*

*Those who make things happen,
Those who watch things happen,
Those who wonder what happened.*

Which do you want to be?"

Original Author Unknown
Adaptation by Robert Gervais
Quebec, Canada

The National Center for Pyramid Model Innovations (NCPMI)



**The Pyramid Model for Promoting
Social Emotional Competence in
Infants and Young Children**

<https://challengingbehavior.org/about/center/>

I Am Concerned About This Child

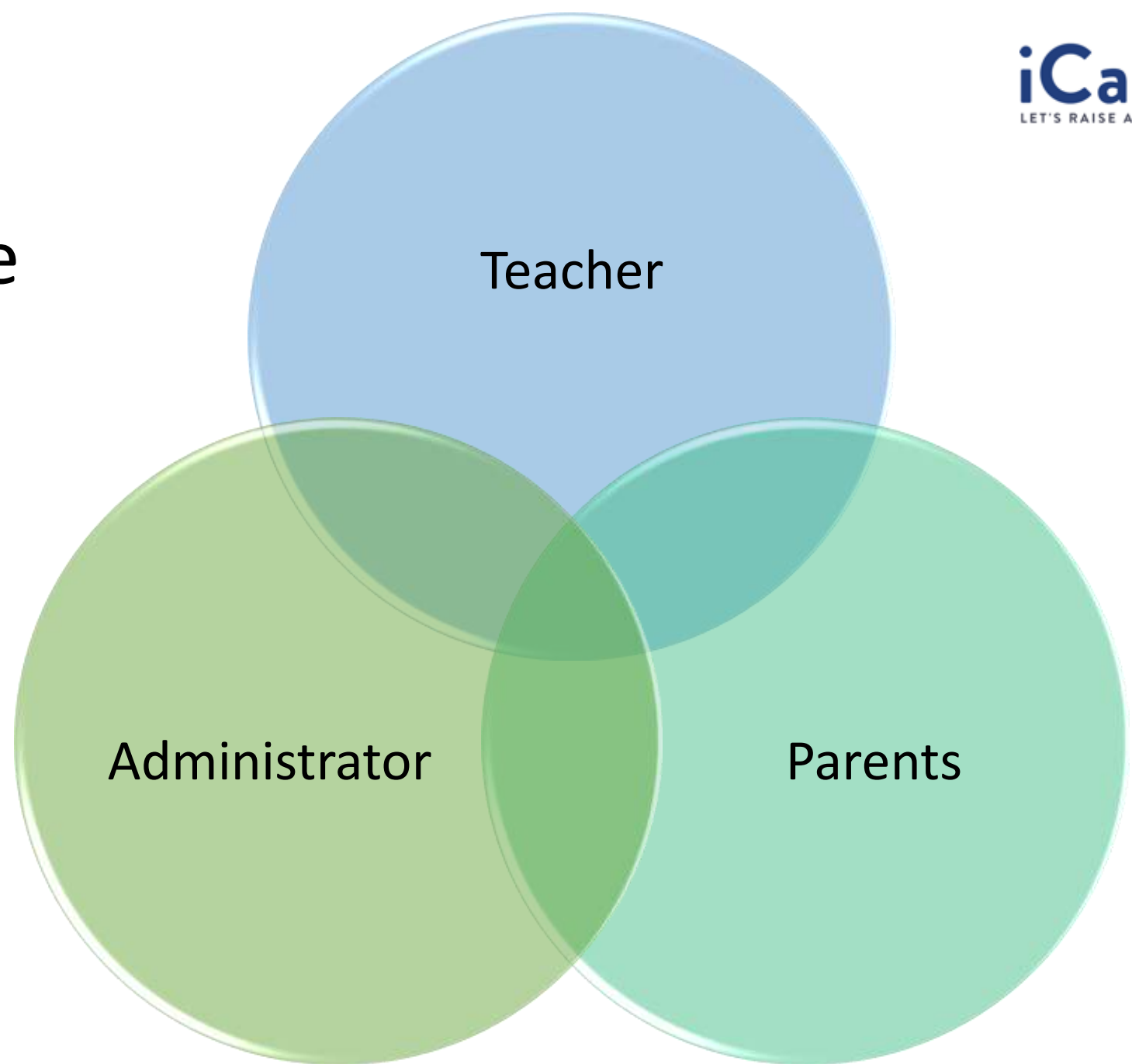
- Out of control behavior
- Unusually withdrawn
- Delayed motor skills
- Delayed speech
- Difficulty interacting with other children



What is a Support Plan?

- recap concerns
- identify goals
- provide techniques to use
- clarify roles/responsibilities of all involved
- put together a timeline for success and evaluate progress.
- document the process

Everyone must be involved...



The Process



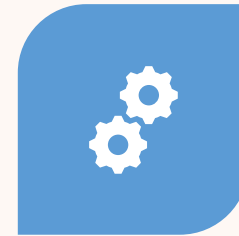
IDENTIFY A
CONCERN



DOCUMENT



DEVELOP
SUPPORT PLAN



IMPLEMENT



EVALUATE





Document

- Helps us discover patterns in behavior
- Allows us to track progress
- Facilitates communication to all involved
- Enables us to make connections

Look for function of behaviors

Level of Engagement

Date: _____

ABC Tracking Sheet

Note the facts of a challenging behavior (or successful behavior) based on the questions below. Write object noting what you saw, heard and said. Use this information to determine function of a behavior, find pattern triggers and conclude what response are effective.

Antecedent What occurred just before? What was the environment like?	Behavior What behavior occurred?	Consequence How did the educator respond? How did the child respond?

Your Child at 2 Years

Child's Name: _____ Child's Age: _____ Today's Date: _____



How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age. Check the milestones your child has reached by his or her 2nd birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Children Do at this Age:

- Social/Emotional**
 - Copies others, especially adults and older children
 - Gets excited when with other children
 - Shows more and more independence
 - Shows defiant behavior (doing what he has been told not to)
 - Plays mainly beside other children, but is beginning to include other children, such as in chase games
- Language/Communication**
 - Points to things or pictures when they are named
 - Knows names of familiar people and body parts
 - Says sentences with 2 to 4 words
 - Follows simple instructions
 - Repeats words overheard in conversation
 - Points to things in a book
- Cognitive (learning, thinking, problem-solving)**
 - Finds things even when hidden under two- or three covers
 - Begins to sort shapes and colors
 - Completes sentences and rhymes in familiar books
 - Plays simple make-believe games
 - Builds towers of 4 or more blocks
 - Might use one hand more than the other
 - Follows two-step instructions such as "Pick up your shoes and put them in the closet."
 - Names items in a picture book such as a cat, bird, or dog
- Movement/Physical Development**
 - Stands on tiptoe
 - Kicks a ball
 - Begins to run

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't use 3-word phrases (for example, "drink milk")
- Doesn't know what to do with common things, like a brush, phone, fork, spoon
- Doesn't copy actions and words
- Doesn't follow simple instructions
- Doesn't walk steadily
- Loses skills she once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/actearly or call 1-800-CDC-INFO (1-800-232-4636).

The American Academy of Pediatrics recommends that children be screened for general development and autism at the 24-month visit. Ask your child's doctor about your child's developmental screening.

www.cdc.gov/ActEarly | 1-800-CDC-INFO (1-800-232-4636)

Learn the Signs. Act Early.



Behavior Snapshot

Time: _____


What activities are available?: _____

What else is present in the room?: _____

How do other children respond to the child's behavior? _____

What is the function of the behavior is? _____

Notes: _____





You Are Now
Ready to Write A
Support Plan



The Support Plan will include:

- Overall Concerns
- Goals / Evaluation After Implementation
- Classroom Responsibilities
- Management Support
- Notes



Child Support Plan

Overall Concerns

Write specifically your concerns. What is it that you see? Avoid interpreting the behavior.



Goals

What is it that you are looking to have the child achieve? Again, be specific and note goals that can be measured. How are you going to be able to see success?
Set specific timelines in which you would like to see progress.

Progress

Evaluate for success. Monitor progress so that you may adapt a plan as needed.



Classroom Responsibilities (Solution - Implementation)

Teacher's Implementation Plan

To Be Completed By
(Person / Date)

Follow Up Notes

What is it that you, the teacher, will implement to support the child in working towards his/her goals?
Be specific. Each responsibility should provide enough detail for success and a date to complete by.



Management Support	To Be Completed By (Person / Date)	Follow Up Notes
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What is it that the management have committed to do to support the teachers and the child?

Be specific. Each responsibility should provide ample detail and a date to complete by.

Notes:

Are there any other important details that need to be remembered?

It is understood that we are all working as a team to meet the above noted goals and will make our best efforts to complete tasks to support this child.

Teacher Date


Teacher Date


Parent Date

Director Date



Overall Concerns	
A – Safety for Bobby and his peers – physical interactions (pinching, climbing, jumping)	
B – Lack of interaction with peers	
C – Seeking negative attention during structured times (banging feet, dropping materials)	

Goals	Progress
B – To be involved with at least 1 peer during one free play time and 1 curriculum activity each day	
C – Follow classroom routine 50% of time over the course of day (ie activities, routine transitions such as clean up)	

Teacher's Implementation Plan	To Be Completed By (Person / Date)	Follow Up Notes
B – Assign Bobby a buddy during activities – have whole class work in buddies. Janie and Pablo are good matches	All / ongoing	
B – set up cooperative activities in learning centers. (ie team block building/ body tracing in art)	All / ongoing	
C – Provide more choices to Bobby during activities (2-3 choices) Choices must meet Bobby's needs and interests (trains / playdough)	All / ongoing	
C – Provide 2 <u>simultaneous</u> options during challenging moments.	All / ongoing	
C – Provide positive reinforcement. Recognize when Bobby responds successfully to negative moments (I saw you ____ to help calm down. Great thinking). Acknowledge his hard work in areas that are his strength. (That was really hard and you kept trying and succeeded)		

Director/ Program Manager Implementation Support	To Be Completed By (Person / Date)	Follow Up Notes
C – create circle time name tags	Friday -11/16	
C – assist during small group time to model techniques (10 – 11:30) with Bobby’s group	PM – daily starting Thursday 11/16	

Notes:

We will meet again in 2 weeks (11/29) to assess progress and make any necessary adaptations to the plan.

Bobbie is being evaluated by the public schools on December 1st. We will integrate any applicable suggestions to the support plan upon receipt of the findings.

Implementing the Support Plan

- Try all recommendations for at least 2 weeks
- Be consistent
- Ask for help
- Work as a team



Evaluating the Support Plan

- Continue documentation while implementing support plan.
- Look at the facts versus relying on just your feelings



Recap



IDENTIFY A
CONCERN



DOCUMENT



DEVELOP
SUPPORT PLAN



IMPLEMENT



EVALUATE



- Required documentation
- Journal notes
- Parent meetings
- Program reports
- Support plans





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