

Collaboration

COLLABORATE/REFER

Gather a team (parents, teacher, other dually enrolled early childhood program staff, and/or counselor) and set up a meeting. Create an action plan and/or behavioral support plan while in the meeting in order to create positive growth/educational experiences.

Taking a team-based approach to persistent challenges ensures that providers, parents, and early childhood specialists/counselors/coaches/consultants determine actions each party will take and promotes consistent support for the child across all settings.

1. TEAM – Gather a “team” and set up a meeting regarding the particular child:

[Release of Information or Consultation Agreement Form](http://bit.ly/1UPzMMj)
(<http://bit.ly/1UPzMMj>)

 - a. Involve parents in the team approach.
 - b. Involve dually enrolled early childhood program staff the child is involved with, contact the other teacher/staff (if applicable).
 - c. Involve early childhood counselor/coach/specialist with whom the child will be involved (if applicable).
 - d. Meet (a phone conference could be an option).

2. REFERRAL
 - a. Recognize the limits of your position and what your program can provide. It’s ok to ask for outside help.
 - b. Determine when you need to make a referral:
 - I. Red flags can be identified based on observations, developmental checklists, and using your understanding of child development.
 - II. Have additional observations and conversations with your program director and/or nurse/social work/mental health consultant.
 - III. Talk with your peers.
 - IV. Obtain free consultation available to your program (ex: early childhood counseling/coach/specialist).
 - Consider referral to a child’s primary care physician for a developmental screening.
 - Contact counselor/coach/specialist to come and observe the classroom setting.
 - Ask about suggestions, resources and other tools they may have for the child’s behavior.

3. RESOURCES - For additional support beyond the suggestions in this tool, here are local early childhood resources related to: counseling, screening and evaluation, classroom consultation, and early childhood coaching: (attach release of information form here).

[Screening and evaluation](http://larimer.org/kids/local_providers.pdf)
(http://larimer.org/kids/local_providers.pdf)

[Counseling and classroom and/or individual consultation](http://summitstonehealth.org/)
(<http://summitstonehealth.org/>)

[Early childhood coaching](http://www.ecclc.org/child-care-providers/quality-support-team-coaching)
(<http://www.ecclc.org/child-care-providers/quality-support-team-coaching>)

4. PLAN

- Create an action plan or behavioral support plan (behavioral support plan is attached here) while in the meeting in order to create positive growth/educational/behavioral experiences that are mutually agreed upon by all parties.
 - Action plans should include steps that programs, parents and specialists will take.
 - a) Create learning activities based on children’s interests and developmental abilities to impact areas of concern and support areas of positive behavior:
 - b) Use developmental observation to inform child-specific instruction (First, identify actual behaviors - not your conclusion of what that means).
 - c) Identify areas to intentionally teach and model skills.
 - d) Plan activities that will:
 - Let all children experience success regardless of current capacity, meeting all developmental levels.
 - Let all children experience success recognizing that children will have individual strengths and weaknesses. Make sure the planned activities help to promote the child’s learning and developmental needs without making the expectations beyond the reach of the child.
 - d) Implement teaching strategies to reinforce the behavioral support plan.
 - Support positive behavior.
 - Promote positive peer interaction.
 - Explain feelings and how to properly express them.
- **TRANSITIONING OUT**

After these steps have been completed and behavior does not improve, the program should give parents advance notice if they do not intend to continue to provide care for the child. Help the child and family transition into their new setting by obtaining open communication with the child’s new early childhood program. Get a release of information to share pertinent information with the new provider.

Early Childhood Challenging Behavior Tool

<http://www.ecclc.org/child-care-providers/challenging-behavior-tool>

