

# Understanding and Assessing RTI/MTSS using Conscious Discipline

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Response to Intervention (RTI), name termed MTSS, was initially written into special education federal legislation in order to allow school professionals to use data from research-based interventions in addition to standardized assessments to determine special education eligibility. For more information, go to <http://idea.ed.gov>. The RTI legislation became perceptual shift for the general and special education community. Instead of seeing a disability as only involving “within child factors” such as the difference between a child’s IQ score and their academic achievement, lack of success became a more two-way street between the interaction between the instructional environment and the children. Conscious Discipline fits seamlessly into the most popular conceptualization of RTI as a three tier model. When perceiving difficulties through a Conscious Discipline lens, the entire educational environment is taken into consideration and changes are made in order to encourage self-regulation, problem solving, and connection amongst all involved. As a result, we can shift our thinking from hurtful to helpful. Instead of perceiving the problem as a one in which we try to find a way to make the child motivated to change his/her behavior, we perceive the problem as an opportunity to teach an underdeveloped skill.

The RTI Tiers are designed to help schools, teacher, families, and students reflect upon their actions and be proactive instead of reactive to student challenges. In short it requires teachers and administrators ask, “How can we help this child be successful?” It asks schools to:

1. Be proactive in their approach to screening (seeing which children need additional and/or different assistance to be successful).
2. Monitor progress (noticing successful interventions and those that need tweaked).
3. Provide interventions that meet the needs of the child (perceiving socially unacceptable or disruptive behavior as a skill deficit and individualizing interventions to help children be successful).

This to me is the definition of healthy teaching and administration/leadership. Conscious Discipline was designed on these basic premises. All interactions with children from relationship building to conflict resolution are based on this style of reflective monitoring and feedback. In a Conscious Discipline classroom even children are taught to ask themselves, “How can I help my friends be successful with governing their own behavior?”

Finally, being conscious of our interactions with others and working to encourage helpful behavior allows us to easily monitor progress. Traditionally, progress monitoring for behavioral interventions has been a process of tracking the frequency or amount of misbehavior. As a result, we are more likely to get misbehavior because, what we focus on, we get more of. Alternatively, when we track and observe helpful behaviors, we are more likely to see helpful behaviors.



The following is a conceptual description and diagram of each Tier of the RTI process as perceived through a Conscious Discipline lens.

## Universal

Tier 1 includes universal school-wide assessment/screening and intervention. The goal of the primary level of RTI is to meet the needs of most of the students by providing high quality core instruction. It is predicted that at least 80% of the students will be successful, as measured by universal screening instruments. The universal tier is the most crucial tier for successful RTI implementation. Students who perform below expectations on the universal screener become part of the targeted or Tier 2 group of students.

## Targeted

Tier 2 represents 10-15% of the targeted students who need additional resources to be successful. These students receive the same core instruction but require additional help or interventions to meet academic or behavioral requirements, mostly in small group settings. At this level, data is collected on individual student progress in relation to the targeted intervention. Students who make limited progress in a small group intervention are considered for intensive intervention or Tier 3.




## Intensive

Tier 3 is the smallest group and often requires individual intervention to achieve expected outcomes. In regard to behavior these children have serious emotional, behavioral, and social difficulties often disrupting entire schools and draining resources. Estimates suggest that these students constitute about 1-5% of a school population, account for 40-50 percent of behavioral disruptions, and drain 50-60 percent of building and classroom resources (Gresham, 2004).






# Normal




## School-wide

<b>Executive State</b> 	<ul style="list-style-type: none"><li>Solutions</li><li>Positive Intent</li><li>Academic Integration</li><li>Consequences</li><li>Executive Skills</li></ul>
<b>Emotional State</b> 	<ul style="list-style-type: none"><li>Rituals</li><li>Encouragement</li><li>Jobs</li><li>Empathy</li><li>Choices</li><li>The School Family</li></ul>
<b>Survival State</b> 	<ul style="list-style-type: none"><li>Noticing</li><li>Assertiveness</li><li>Routines in Pictures</li><li>Composure</li><li>Safety</li></ul>

## Small Group

<b>Executive State</b> 	<ul style="list-style-type: none"><li>Solutions</li><li>Positive Intent</li><li>Academic Integration</li><li>Executive Skills</li></ul> <b>2X</b>
<b>Emotional State</b> 	<ul style="list-style-type: none"><li>Rituals</li><li>Encouragement</li><li>Jobs</li><li>Empathy</li><li>Choices</li><li>The School Family</li></ul> <b>2X</b>
<b>Survival State</b> 	<ul style="list-style-type: none"><li>Noticing</li><li>Assertiveness</li><li>Routines in Pictures</li><li>Composure</li><li>Safety</li></ul> <b>2X</b>

## One-on-one

<b>Executive State</b> 	<ul style="list-style-type: none"><li>Solutions</li><li>Positive Intent</li><li>Academic Integration</li><li>Executive Skills</li></ul> <b>2X</b>
<b>Emotional State</b> 	<ul style="list-style-type: none"><li>Rituals</li><li>Encouragement</li><li>Jobs</li><li>Empathy</li><li>Choices</li><li>The School Family</li></ul> <b>2X</b>
<b>Survival State</b> 	<ul style="list-style-type: none"><li>Noticing</li><li>Assertiveness</li><li>Routines in Pictures</li><li>Composure</li><li>Safety</li></ul> <b>2X</b>

### Tier 1

80-85%

Assessment: Universal screener

Intervention: Conscious Discipline  
School-wide Implementation

Refer to Tier 2 if  
universal screening tool  
indicates concern

### Tier 2

5-10%

Assessment: Full rating scales to  
determine specific areas of need  
and collect progress monitoring  
data from interventions

Intervention: Small-group

Refer to Tier 3 if making  
limited progress with  
targeted intervention

### Tier 3

1-5%

Assessment: Data from Interventions  
and possibly full psychological  
evaluation

Intervention: One-on-one Behavior Plan

Possible referral for special  
education or outside mental  
health evaluation with limited  
improvement in Tier 3



# Tier 1

1. Assemble an Intervention Assistance Team (IAT) or use your Conscious Discipline Action Team (CDAT) Intervention teams often include general education teachers, special education teachers, counselors, school psychologists, and administrators.

Decide who will be on the team and what are his/her assigned jobs:

Who	Job
	<b>Leader</b> - keeps the meeting on track and on topic
	<b>Appointment Keeper</b> - in charge of coordinating schedules for meetings
	<b>Record Keeper</b> - keeps track of case notes and all written/ electronic information pertinent to the team
	<b>S.T.A.R. Keeper</b> - provides encouragement of deep breathing and cooperative exchange of ideas during meetings
	<b>Data Tracker</b> - in charge of analyzing collected data from the universal screeners and full rating scales
	<b>Brain Smart Start Leader</b> - to start the meetings with Brain Smart Start
	<b>Greeting and Goodbye People</b>

2. Contact Conscious Discipline for further information and assistance implementing a Tier 1 School Family Program in your school(s). Remember the school family is designed to foster intrinsic motivation and create a school culture where consequences are effective for all children. A child who reacts with “I don’t care” to consequences is unreachable.
3. Review and choose a universal screener for your school/district as well as the cut-off score for referral to Tier 2. Universal Screeners are quick rating scales administered in order to gather information on who may need more help with self-regulation and social skills. Some options your school may consider are:
  - DESSA Mini
  - DECA
  - BERS
4. Identify who will administer, collect, score and interpret the scores from your universal screener.
5. Administer the universal screening tool and recommend students for Tier 2 intervention who do not meet cut-off score.



## Tier 2

1. Meet as a team to review cases for Tier 2 targeted intervention and plan for the intervention and progress monitoring of those students. Gather more information via full rating scales or observations if necessary.
2. Identify at-risk students and their areas of need. Gather more information through observations, teacher reports, parent reports, and/or complete social and emotional behavioral rating scales.
3. When targeting specific groups or individual children for social and emotional intervention, we must first consider developmental needs for sense of safety and sense of belonging. Here are some suggestions for boosting those areas of developmental need first.

### Safety Boosters:

- Picture Routines: Explaining classroom expectations in pictures allows students to easily translate the information into expected behaviors and what they “can do” while in the classroom or transitioning from one place to another.
- Picture Schedule: The brain loves patterns and providing students with a picture schedule allows them to reduce anxious feelings because they know what is coming next.  
\*\*\*Helpful hint: Technology is very helpful for implementing picture routines and schedules quickly in the classroom. Tablets (i.e. iPad, Cruzer, etc.) or hand-held tablets (i.e. iPod, MP3 players, etc.). There are applications for “social stories” that you can use to quickly take a picture and type text underneath. The best thing is that those stories can be easily updated and/or edited. The teacher can use the device to teach in small groups or allow a specific child to use the hand-held device for individualized picture schedules or routines.
- Use the all Safety skills presented in the *Conscious Discipline* book. These skills are represented by N.A.R.C.S.
- N.A.R.C.S. skills are provided for all children receiving Tier 1 Conscious Discipline. Children in Tier 2 need a minimal of two times the dose of these skills. This is best accomplished in small groups (Breakfast club, etc.).
- Add the *Feeling Buddies Self-Regulation Curriculum* to all Tier 2 and up students.

### Connection Boosters:

- Connection is the gatekeeper to a healthy brain. Resistant and relationship reluctant children are often put on a tangible reward system to overcome this deficient. This switch to external rewards is not necessary if the child is set up with an “I Love You Rituals Connection Plan.”
- Add *Baby Doll Circle Time* to curriculum.



**I Love You Rituals Connection Plan:** The goal is to increase face-to-face connection time that includes eye contact, touch and presence in a playful situation. This “time together” is brief (1- 2 minutes) and intentional. Decide who will conduct the activity and when it will be done. Older students are taught how to do I Love You Rituals with younger grade students during reading buddy time or other designated times.

### **The Components of I Love You Rituals Plan:**

- Name: “Our Time Together”
  - Introduction: This is our game for today.
  - Visual Schedule of when “our time” occurs within the context of the day.
  - Same adult conducts each time. If the adult is absent the event does not occur.
  - Playful interactions from the *I Love You Rituals* book or other brain break games that involve eye contact, touch and presence in a playful situation.
  - Two times per day
  - 1-3 minutes in length
  - Adult uses child’s resistance as part of the game if needed.
    - Example: Using Peter Peter as the game
    - If the child pulls hand away from designated movements say, “Oh, I see your hand went like this.” Let’s try it with the other arm and incorporate the child’s arm movements into the movements to go with the chant. Continue by saying, “So the game goes like this --- and change game and take the lead back in giving instructions.
4. Work with the stakeholders for each student to transform goals from focusing on hurtful behaviors to identifying helpful behaviors using the behavior planning forms found in Chapter 10, Star 11.
5. Implement targeted interventions.
6. Collect data and monitor progress.

### **Tier 2 Small Group/Targeted Intervention Planning**

When working on intervention planning, it is helpful to think of the student’s difficult behavior within the context of how you would perceive a struggling reader. When we observe a struggling reader, we often have multiple ideas for how to help them learn skills that are necessary for fluent reading. We perceive this problem to be outside of the child’s control. We often think low reading ability is a deficiency of adequate reading instruction. When we observe a child hitting another child, we often think the problem exists within the child, rather than a deficiency in self-regulation and social problem-solving instruction. However, we must teach these skills if we are committed to intervention as opposed to the classic rewards and punishment model.



Many school age children have underdeveloped executive functioning skills, which cause a great deal of difficulty for them in the classroom, at home, and on the play-ground. The Executive Skill Lending Library may be a very helpful resource when brainstorming ideas about the underdeveloped skill that is contributing to the problem and which skill is necessary to teach.

We have found a four-step process to be helpful in identifying the skills to teach when a child is exhibiting hurtful behaviors.

1. What is the hurtful behavior? This is often easy to identify because our brains quickly think of the things we don't like.  
\*\*\*\* Breathe, Pivot \*\*\*\*
2. What is the underdeveloped skill(s) that contributes to the hurtful behavior?
3. What skill do we want the child to have?
4. How will we teach the undeveloped skills so the child can successful demonstrate the targeted helpful skill.

**Samples:**

<b>Problem / Hurtful Behavior</b>	<b>Underdeveloped Skill</b>	<b>Skill to Teach</b>
Unmotivated	Difficulty with relationships	Connection plan
Ignores teacher	Difficulty trusting the adult is the Safekeeper	Trustful relationships
Talks out, disruptive	Difficulty with inhibiting impulses	Safe Place, self-regulation skills
Aggressive (hits, kicks, etc.), destroys property	Difficulty with self-regulation	Self-regulation
Gets into fights on the playground	Lack of appropriate social initiation, social response and/or social problem-solving skills	Social initiation, response, and/or problem-solving
Doesn't complete assignments/ doesn't do work	Difficulty with organization/task initiation/prioritization	Organization, prioritization, task initiation, asking for help

On the other hand, many preschool children have difficulty meeting their developmental or sensory needs appropriately and end up exhibiting hurtful behavior. It may be helpful to use the following chart when pivoting from hurtful to helpful behaviors for preschool age children.



Hurtful Behaviors	Developmental Needs	Appropriate Strategies / Helpful Ways to Meet Need
Chewing on clothing, biting classroom materials	Oral motor	Vibrating chew toys, chew blankets, cold chew toys
Drawing or painting on the walls, on themselves or another student	Creative	Materials (paint, markers, paper, scissors, paste, tape, etc.) and space to make projects
Using classroom materials inappropriately	Intellectual	Extend on projects by graphing, charting, journaling, measuring, etc.
Ignoring teacher direction, uncooperative behavior	Connection with trusted adult	I Love You Rituals
Picking fights with other students	Social problem-solving	Time Machine, adult facilitated social problem-solving

Hurtful Behaviors	Sensory	May Want More or May be Trying to Escape Overload
“Jumping off the walls,” lots of energy, running around the room, climbing on structures that are not meant for climbing, lifting heavy objects	Proprioception (large motor): Sensation going to joints, muscles and connective tissues	Activities that involve lifting, pushing and pulling heavy objects. <b>Ideas:</b> monkey bars, hot dog I Love You Ritual, firm pressure on the child’s arms legs and back during circle, push/pull a stroller or wagon, sweeping, carrying books or blocks, carrying the portable “We Care” or “Safe Place” kits for the classroom outside, and jumping (“It’s Brainsmart Time” from <i>Kindness Counts</i> CD)
Spinning around during circle time	Vestibular	Activities that involve: spinning, swinging, and hanging upside down sensations. <b>Ideas:</b> swinging, spinning
Tugging on clothing, touching everything in the room, touching other students	Tactile	Activities that involve: light touch, deep pressure, texture, temperature, and vibration. <b>Ideas:</b> Play dough, different textures/temperatures of food, fabric with different textures for exploration and in dramatic play, rice, beans, water play, dirt, and anything else you might put in the sensory table.
Banging objects together in the classroom	Auditory	Listening to music, listening for specific noises in nature, making music or provide noise canceling ear phones or headset with soft predictable music
	Visual	Glitter bottles, light table, flashlight play, bright colors or avoid bright colors, allow child space from high visual stimulation or high contrast situations, may want sunglasses, etc.
	Smell	Vanilla, sandalwood and rose are generally calming, citrus and peppermint are stimulating, watch lotions and perfumes worn by teachers and other students, may be overwhelming
	Taste	Sweet, salty, sour, spicy





While teaching the underdeveloped skill, it may also be necessary to allow natural consequences to happen for the mild hurtful behavior. Natural consequences are excellent motivators for children to learn new skills. So the natural consequence mild hurtful behavior is a coaching process for teachers. Example: The natural consequence of pushing another student is for both students to learn new skills. The victim learns to be assertive (I don't like it when you push me, walk around me) and the aggressor learns a new social skill (When you want a child to move say, "Move, please.") This process has been taught over and over in the book you are reading.

Finally, it is important to track the student's progress. We get more of what we focus on, so it is helpful to track the skill we are teaching the child, rather than keep track of the hurtful behavior. You have a few choices when deciding how you will monitor the student's progress depending on the helpful behavior that you are observing. The key to successful data collection is keeping it manageable. You do not have track the student with the targeted intervention for an entire day or even an entire period. You can monitor progress by keeping a frequency count, using a time sample, and/or having the student self-monitor (3rd grade and up).

It is very important to collect data on the helpful behavior prior to implementing the intervention. This is called baseline data, which allows the team to decide how much progress the student is making in response to the intervention.

A frequency count is just like it sounds. The adult identifies a consistent time during the day and just tallies or counts the number of appropriate targeted behaviors observed during that time. Frequency counts are most helpful for easily observed external behaviors. Your time sample can be as small as five minutes or as long as 45 minutes. Some teachers find it helpful to put masking tape on their arm and tally behaviors on the masking tape for the selected time frame and then just transfer the tape to notebook paper and identify the date and time frame. Or you could keep a clip board nearby to take a frequency count.

**For example:**

Put a check or X in a box each time the student raises his or her hand before speaking in a large group setting.

**Date:** 1/1/13 **Total:** 7

**Frequency Count:** 9:00am to 9:10am = 10 minutes

<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>X</b>	<b>X</b>	<b>X</b>	

Or for multiple students you can tally within the columns:

	1/1/13	1/2/13	1/3/13
Sammy	III	II	IIII
Joe	I		III
Susy		II	I



Other behaviors that could be tracked with frequency count:

- Appropriate social initiation to play with others
- Appropriate social response to another child's request to play
- Appropriate response to teacher's direction
- Appropriate requests for help
- Number of incident free transitions

Another option for data collection is a time sample. In a time sample, you have a small frame of time, which you break up into smaller chunks of time, and observe the child at each interval. So this type of data collection would be most appropriate for a behavior that cannot be counted, but can be observed externally. For example, you might measure on-task behavior or appropriate social engagement.

A time sample looks like this. At each time mark, the observer looks to see if the student is on-task or off-task and makes a mark in the appropriate column. A percentage can then be calculated.

**Date:** 1/1/13      **Percent On-Task:** 40%  
**Time Sample:** 9:00am to 9:05 am = 5 minutes

Time	On-task	Off-task
:30	x	
1:00	x	
1:30		x
2:00		x
2:30	x	
3:00	x	
3:30		x
4:00		x
4:30		x
5:00		x

Other behaviors that could tracked with a time sample:

- Engaged or unengaged with materials
- Engaged or unengaged with peers

Finally, a third option for collecting data is to use a Triple Tell timer and allow the student to self-monitor his or her own behavior with visual expectations. For this type of data collection, the student is not rewarded or punished for his or her ability to maintain the expectation (i.e. on-task behavior). Instead, the student's ability to monitor his or her own behavior in relationship to a visual expectation allows for self-discipline. The child becomes his or her own guide for consciously controlling impulses and choosing to stay on-task.



## Tier 3

1. Identify students making minimal progress in Tier 2 and their areas of need. Gather more information through observations, teacher reports, parent reports, and/or complete social and emotional behavioral rating scales.
2. When developing intensive interventions for individual children for social and emotional difficulties, we must first consider developmental needs for sense of safety and sense of belonging. Here are some suggestions for boosting those areas of developmental need first.

### **Safety Boosters:**

- Creatively find ways to increase the intensity of the child receiving more N.A.R.C.S. instruction and application in real life situations. This may require one-on-one at this point.

### **Connection Boosters:**

- Greeter: Having a greeter connect with each child/student as s/he enters the classroom each day.
- Noticing Cards allow an opportunity for the teacher, parents, and child to all connect with concrete information about the child's helpful/kind/caring behaviors. "I Noticed" cards significantly improve relationships between the school and home.
- Transform goals from focusing on hurtful behaviors to identifying helpful behaviors using the planning forms provided.
- Implement intensive interventions.
- Collect data and monitor progress.
- Make referral for full special education evaluation or outside mental health referral if necessary.
- Utilize the IAT to review cases for Tier 3 intensive intervention, assessment, data collection, and possible referral for full psychological or psycho-educational evaluation.



# Conscious Discipline® Targeted Intervention Planning Form - Preschool

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

Hurtful Behavior (Problem)	What is the Child Seeking Developmentally?	How to Meet Developmental Need Appropriately
1.	1.	1.
2.	2.	2.

\*Highlight first priority

How will we teach the child to meet his/her developmental need appropriately?

- Visual reminders
- Practice
- Modeling (video modeling)
- Movement / sensory
- Encouragement / noticing
- Role-play
- Direct instruction
- Positive intent
- Helping buddy
- Structures
- Coaching
- Literature
- Song / music
- Stress reduction
- Routines / rituals

What is the child seeking?	Who will be in charge of teaching appropriate method of meeting need? When?	Data - How will progress be tracked?

Strategies for Increasing the Child's Sense of Safety	Strategies for Increasing the Child's Sense of Belonging



# Conscious Discipline® Targeted Intervention Planning Form - School Age

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

Hurtful Behavior (Problem)	What is the Child Seeking Developmentally?	How to Meet Developmental Need Appropriately
1.	1.	1.
2.	2.	2.
3.	3.	3.

\*Highlight first priority

How will we teach the skill we wish for the child to develop?

- Visual reminders
- Practice
- Modeling (video modeling)
- Movement / sensory
- Encouragement / noticing
- Role-play
- Direct instruction
- Positive intent
- Helping buddy
- Structures
- Coaching
- Literature
- Song / music
- Stress reduction
- Routines / rituals

What is the underdeveloped skill?	Who will be teaching the skill?	When will the skill be taught?	Data - How will progress be tracked?

Natural Consequences of hurtful behavior:

Strategies for Increasing the Child's Sense of Safety	Strategies for Increasing the Child's Sense of Belonging



# Behavior Plan using Conscious Discipline® Data Collection

Who	What	When
Child: _____	_____	_____
Adult: _____	_____	_____

**Date:** \_\_\_\_\_ **Total:** \_\_\_\_\_

**Frequency Count:** \_\_\_\_\_ to \_\_\_\_\_ = \_\_\_\_\_ minutes


**Date:** \_\_\_\_\_ **Total:** \_\_\_\_\_

**Frequency Count:** \_\_\_\_\_ to \_\_\_\_\_ = \_\_\_\_\_ minutes


**Date:** \_\_\_\_\_ **Total:** \_\_\_\_\_

**Frequency Count:** \_\_\_\_\_ to \_\_\_\_\_ = \_\_\_\_\_ minutes




# Behavior Plan using Conscious Discipline® Data Collection

Who	What	When
Child: _____	_____	_____
Adult: _____	_____	_____

**Date:** \_\_\_\_\_ **Percent On-Task:** \_\_\_\_\_%

**Time Sample:** \_\_\_\_\_ to \_\_\_\_\_ = 5 minutes

Time	On-task	Off-task
:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		

**Date:** \_\_\_\_\_ **Percent On-Task:** \_\_\_\_\_%

**Time Sample:** \_\_\_\_\_ to \_\_\_\_\_ = 5 minutes

Time	On-task	Off-task
:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		

**Date:** \_\_\_\_\_ **Percent On-Task:** \_\_\_\_\_%

**Time Sample:** \_\_\_\_\_ to \_\_\_\_\_ = 5 minutes

Time	On-task	Off-task
:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		

**Date:** \_\_\_\_\_ **Percent On-Task:** \_\_\_\_\_%

**Time Sample:** \_\_\_\_\_ to \_\_\_\_\_ = 5 minutes

Time	On-task	Off-task
:30		
1:00		
1:30		
2:00		
2:30		
3:00		
3:30		
4:00		
4:30		
5:00		



# Child's Data Collection

Insert photo of child exhibiting helpful behavior here

I am \_\_\_\_\_.

I did it!


Oops, I will try again.






# Family / Child Support Plan Using Conscious Discipline®

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

Members Involved in Plan: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

## Strengths (Family, Child) Helpful Behaviors


Does the child have needs regarding development, health or mental health?  Yes  No

If marked Yes please fill out below.

Please describe: \_\_\_\_\_

## Recommendations for follow up: (i.e. Child Development, Health, Mental Health, Nutrition)

Who? \_\_\_\_\_ When? \_\_\_\_\_

Behaviors Calling for Help: <i>Not helpful and/or hurtful behaviors</i>	Positive Intent: <i>What need or message is the child trying to communicate in an unhelpful way?</i>	Underdeveloped Executive Skills: <i>Skills that can help the child.</i>
1.		
2.		
3.		

## Strategies to help the child develop new underdeveloped executive skills: *circle strategies*

- |                  |                             |                  |                       |
|------------------|-----------------------------|------------------|-----------------------|
| Class meeting    | De-stressor breathing icons | Helping buddy    | Creative jobs         |
| Role-play        | Social story                | Teach Safe Place | Attention signal/song |
| Picture schedule | Assertiveness (child)       | Coaching         | Movement/sensory      |

Executive Skill: <i>We are willing to teach first?</i>	Who? <i>Who will teach the skill?</i>	What Strategies? <i>From above and Executive Skill Lending Library</i>	When? <i>When will the skill be taught?</i>
1.			
2.			



**Safety:**

Do you believe the child feels safe in the classroom?  Yes  No

If marked No please fill out below.

**Strategies to address unsafe behaviors:** *circle strategies*

Noticing      Adult Assertiveness (Clear expectations in Assertive Voice)      Routines/Structure  
Safe Place      Composure for adult first, then support the child

Phrases: "You're safe, you can handle this." "Your face is going like this (demonstrate)." "That is not safe, you wanted \_\_\_ but you didn't know how to say the words. Next time you may \_\_\_ or \_\_\_."

**What will increase the child's perception of safety?** *Survival State*

If: <i>Include the behaviors calling for help or any unsafe behavior</i>	Then: <i>What will staff/parent/program do? Use strategies from above</i>
1.	
2.	

**Connection:**

Do you believe the child feels connected with adults and/or children in the classroom?  Yes  No

If marked No please fill out below.

**Strategies to help the child feel connected:** *circle strategies*

Rituals like "I love You Rituals"      Encouragement (Adults)      Meaningful Job for Child  
Empathy (Adult)      Choices for Child      Focus on the School Family™  
Social Story with Connections

Phrases: "You may \_\_\_ or \_\_\_. Which is better for you?" "There you go. You're doing it!" "You seem \_\_\_, something must have happened".

**What will increase the child's perception of feeling connected?** *Emotional Brain State*

Who Will Teach the Skill?	What Skill Will be Taught?	When?
1.		
2.		

Teacher and family plan to discuss progress or modify plan: (e.g. meeting date, weekly phone calls etc.)

Parent(s) Signature: \_\_\_\_\_

Head Start Staff: \_\_\_\_\_

Other: \_\_\_\_\_