



Rooted In Growth- Fostering Connections and Student Success Through an Early Childhood Care Team

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Kirksville Early Childhood Learning Center

Whatever it takes, our children are worth it

Outcomes

- Attendees will learn how to establish a Care Team
 - Understand how the Care Team coordinates Tiered Systems of Support for students needing more
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Norms

- Be respectful
 - Be an active listener
 - Active participation
 - Have fun and ask question
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Kirksville R-III Early Childhood Learning Center Demographics

- Rural setting in Northeast Missouri
 - Early Childhood Center for the district
 - Around 219 total enrollment
 - Itinerant Services include: head starts, private day care, and itinerant services in the building
 - 59% Require IEP for developmental delays
 - classroom/itinerant services
 - 43% Free and Reduced Lunch
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Fully accredited through Missouri Accreditation (6 consecutive terms)

- Licensed by the Missouri Department of Health and Senior Services Section for Child Care Regulation
 - PBIS Gold Recognition for 10+ Years
 - Partner with several community agencies: Truman State University, ATSU, Head Start, The Thompson Center, SB 40, Indian Hills Community College, KidSight, Mark Twain, etc.
 - DCI Pilot District
 - [Mission/Vision](#)
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What does our center look like?

- 4 - Integrated ECSE Classrooms- half-day programming-4 days M-TH
 - 3 - Integrated ECSE Classrooms - Full days M-F
 - 3 - Self-Contained Classrooms- LEAP (Low-Incidence & Autism Programming)
 - 1 - Tuition-based Classrooms- full day programming - 5 days M-F
 - 2 - Itinerant Teacher
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ECLC Programs

- Tuition Based
 - Itinerant Services
 - Self-Contained (Low-Incidence Populations)
 - Integrated ECSE
 - Tiger Club - Before & After Care for full day students
 - Parents as Teachers Programming
 - Related Services
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Who is on our ECLC Team?

- Administrator
 - Early Childhood Teachers
 - Early Childhood Special Education Teachers
 - Process Coordinator
 - Parent Coordinator
 - Behavior Support Teacher
 - 2 Occupational Therapist- 1 full, 1 part time
 - Occupational Therapy Assistant
 - Physical Therapist
 - 3 Speech Language Pathologists
 - 2 Itinerant Teachers
 - School Based Social Worker (not filled)
 - Parent Educators (PAT)
 - Assistant Teachers/Paraprofessionals
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Audience Poll: Have you heard of a Care Team? Do you have a Care Team?

1. My building does not have a Care Team/Student Assistance Team
 2. My building has some sort of Care Team/Student Assistance Team
 3. We have a Care Team/Student Assistance Team but it is weak
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PBIS
Universal
Strategies

Early Childhood Learning Center Multi-Tiered System of Support

Tier 1	Tier 2	Tier 3
<u>PBIS Universal Strategies</u>	Check In Check Out	Functional Behavior Assessment
Cub Chat	Small Group Social Skills	Behavior Implementation Plan
Capturing Kids Hearts	Environmental Intervention	LEAP
Curriculum: Missouri Early Learning Standards, Project Construct, Literacy Beginnings, Writer's Workshop & Big Ideas of Math	RTI Academic Groups	Individualized Social Skills
Universal Screens	Special Education	Special Education
Tiger Can Statements	Referral to Community Resources	

What is a Care Team?

The Purpose of our Kirksville Early Childhood Learning Center Care Team is to address concerns of any type that arise at school about a student. This team is a group of professional staff representing a variety of disciplines which may include general education, administration, school health/nursing, special education, speech/language pathology, school social work, behavior support teacher and other related service providers. Each child may have a different Care Team.

Care Team is a problem solving team and the problem solving process involves:

- problem identification
 - development and implementation of supports/tiered interventions
 - evaluation of intervention effectiveness
 - as needed, referral for assistance, additional assessment, or services including outside agencies
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Care Team as a Problem Solving Team

The Care Team's primary goal is to establish, monitor, and adapt the systems at Tiers 2 and 3 with a whole child approach. All areas of the child are addressed when making a referral. Ex. referred for concerns in behavior, all other developmental domains are addressed and considered (adaptive, cognitive, etc.).

What does this mean? *All students of concern go through the Care Team Coordinator to determine tiered supports and interventions.

This includes:

- planning for students, including determining (or designing) appropriate interventions for both **behavior (and academic if necessary)** skill development
 - monitoring the effectiveness of interventions
 - supporting staff in their implementation of interventions, data collection, and data analysis
 - supporting staff in their communication with the family
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Care Team Structure

With the problem solving method as a foundation for the CARE team process, there are specific practices that the CARE team will engage in to support effective implementation of RTI.

Review of Data:

- Universal Screening
 - Brigance
 - Edeca Social Emotional Screening
- Progress monitoring if applicable
- Tiger Can Pre-Academic/Social Emotional Data
 - [1. Exhibits Booking Handling Skills](#)
 - [5. Participate successfully as a member of a group](#) (see binder)
- Majors and Minors

Reminder of the three tiers of intervention:

- Tier 1-core instruction
- Tier 2- supplemental instruction
- Tier 3- intensive instruction

Data Decision Rules:

- Establish rules for the interpretation and instructional implications of data
- Six minors in one day = major
- 3 majors within 1 month prompt a referral to Care team

Intervention Support and Fidelity:

- Selecting appropriate interventions
- Provide intervention for 4-6 weeks. Review at follow-up meeting.

[ECLC Care Team Referral \(FACTS\)](#)

A Parent's Role in the Care Team Process

Our Care team prioritizes family involvement and encourages the home-school connection by actively involving families in the Care Team process.

Parents are contacted upon referral to the Care Team and are encouraged to provide any relevant information, including from outside professionals or agencies, about their child. Follow-up meetings with the parent may be considered as part of the problem solving process.

Where do I start?

For 4 weeks of school, collect data on the student(s) of concern and document the strategies/interventions that you attempt with the student.

- Majors and minors are not filled out for the first 2 weeks of school. Start your own documentation to be used for a CARE team referral.
 - Targeted behavior sheet
 - majors/minors informally (do not escalate in PowerSchool)
 - Written report/documentation

Teachers will make contact with parents to let them know their concerns and strategies they plan to use. Find opportunities to provide parents with strategies to encourage the expected behavior at home.

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How to Make a Care Team Referral

A child can be referred to the Care Team 3 different ways:

1. **Teacher referral to Care Team Coordinator** *does not require data
 - a. If you do not have data, you will be asked to start collecting data for the meeting to use as baseline
2. **Data** (behavior or academics)
 - a. Data (*Behavior*)
 - i. Majors/Minors-
 1. Core Team meets biweekly to review behavior data (majors), attendance and any students of concern (for ex. through observation)
 - a. Core Team:
 - i. Parent coordinator
 - ii. Administrator
 - iii. Behavior Support Teacher
 - iv. Social Worker (if applicable)
 - v. Process Coordinator
 2. 3 or more majors in one month- Parent Coordinator Initiates contact with the teacher to discuss a referral
 - ii. Edeca
 1. Any students scoring in "need" on behavior concerns or self regulation; Care Team Coordinator initiates contact with classroom teacher to discuss a referral
 - b. Data (*Academics*)
 - i. Teachers can refer based on the following data:
 1. Child scores in the yellow on the Brigance after 6 weeks of intervention in the classroom.
 - a. Children scoring in the red on the Brigance should be referred for sped testing
 2. Child scores in the yellow or red on the Tiger Can Statements after 6 weeks of intervention in the classroom.

3. Parent referral to Care Team Coordinator (Caysi Buck) Note: Emergency situations may result in a direct referral to tier 2 or 3.

What happens after a Care Team Referral has been made?

The Care Team Coordinator will:

- Determine the concern (behavior, academics or both) and share Care Team referral form with the teacher to be filled out prior to the first meeting.
- Care Team Coordinator will help you complete/ answer any questions you may have
 - Forms can be filled out independently by the teacher or with the Care Team Coordinator as needed
- Gather other information on the student including the following and have completed before the first meeting
 - Care Team Coordinator will fill out "Data Review" portion of Care Team referral form
 - Health/Vision
 - Speech/Language
 - Attendance
 - Discipline record (Majors/Minors)
 - Universal Data (academics and Social Emotional)
- Schedule the Care Team meeting upon receipt of the referral, inviting all necessary staff that work with the student

The Teacher will:

- Make contact with the parent to inform them of the referral. This **must** be a phone call or face to face. Care Team Coordinator can help with this if needed.
 - Fill out Care Team forms prior to meeting 1 (Care Team Coordinator will share).
 - Come prepared to discuss all interventions/strategies tried and the child's data
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Care Team Meeting #1

What to expect:

- Teacher responsibilities:
 - Bring all interventions/ modifications, etc you have tried in the classroom at Tier 1 (academic interventions should be listed on intervention tracker)
- Care Team Coordinator in consultation with the Care Team will fill out [Care Team FACTS Referral](#)
 - Discuss the specific problem areas
 - Discuss strategies/interventions attempted
 - Review universal data
 - Fill out mini FBA
- Determine any new interventions that will be attempted for 4 weeks
 - Make tier 2 behavior referral (or 3 if necessary)
 - Refer for tiered academic interventions if necessary
- Schedule meeting #2 to review data/progress after 4 weeks (academic only). Students with behavior concerns only will be referred on to tier 2 or 3 and may not have a follow-up meeting but will begin meeting with the Tier 2 or 3 team to monitor.
 - NOTES:
 - Care Team-Tiered Continuum of support
 - A care team meeting can always be scheduled prior to 4 weeks if a teacher needs additional support or the team deems it necessary for the child's success at school

Tier 2 Referral and Next Steps

- Following the completion of the summary statement on the Care Team FACTS form, Care Team will determine a tier 2 referral is needed.

During: (context)	When: (antecedent)	Student will: (behavior)	Because: (consequence)
Structured Learning Times	Given a task	Run away	An adult responds through redirection Therefore, the <u>function</u> is to obtain / <u>avoid</u> (circle one).

- Based on the function, interventions are selected from the function based intervention menu [Tier 2 Function Based Intervention Menu](#)
- Care Team will discuss Progress Monitoring: Regardless of which intervention is selected and implemented, it is important to plan methods for **collecting data** about student performance.
- [Ex. DPR](#)
 - Majors/Minors (see handouts)
 - CICO [CICO- H.U.G Procedures H.U.G.](#) [Parent Letter ECLC](#) [CICO H.U.G. DPR MASTER H U G](#) [Parent Fading Letter ECLC](#)
 - [Targeted Behavior Documentation](#)/Social Emotional Snapshot (see handouts) [Targeted Behavior Form/Social Emotional Snapshot Parent Letter](#)
 - [Tiger Tribe weekly progress monitoring form](#) [Tiger Tribe Monthly Progress Monitoring](#)

Tier 2 continued

- Once data collection and interventions have been decided
 - Student gets added to tier 2 schedule
 - Parent Coordinator (Tier 2 Coordinator) makes contact with family to inform them of tier 2 referral, discuss baseline data if necessary and the interventions established through the Care Team referral
 - Once added, Tier 2 team meets monthly
 - monitor and discuss progress/data/interventions/supports needed
 - Tier 2 Team Members
 - Parent Coordinator
 - Behavior Support Teacher
 - Director/Administrator
 - Paraprofessionals if necessary
 - Any additional related services providers/RTI teacher/play therapist/outside agencies are also included as needed
 - Maintenance decisions and referrals for additional support (tier 3) are made at monthly meetings
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Tier 3 Referral and First Steps

- Behavior Support Teacher will take a week to do intentional daily observations across different schedule times.
 - Transitions
 - Meal Time
 - Circle Time
 - Gross Motor
 - Preference Assessment Conducted
 - Sensory Profile/Strategies Included
 - Trial and Error
 - Collaborate with OT
 - Teacher Interview and Input Questionnaire
 - Parent Interview and Input Questionnaire
 - Functional Behavioral Assessment(FBA) is Drafted [FACTS Sections 7-9](#)
 - Behavior Intervention Plan(BIP)
 - Behavior Support Teacher will meet with classroom teacher and staff to go over plan and response strategies
 - [BIP Keychain](#)
 - Behavior Support Teacher will spend time in classrooms coaching plan in real time
 - Behavior Support Teacher will meet/make Contact with Parent to review plan
 - Answer Questions/Any clarification
 - All Team Members Sign Plan
 - Parent Selection on how they would like to receive at minimum bi-weekly updates
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Tier 3 Meetings and Continuum

- Meet Bi-weekly with the team
 - Team Members
 - Director/Administrator
 - Behavior Support Teacher(T3 Coordinator)
 - Parent Coordinator
 - Classroom Teacher
 - Paraprofessional
 - Services Providers or additional support as needed
 - [Data Analysis](#)
 - 10 Day Average
 - Specific patterns in times of days
 - Tiger Den visits
 - Majors
 - [Agenda](#) to Guide Conversations and Action Plan Steps Teachers leave with
 - When T3 plans needs more support or conversations and wrap around?
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Care Team Referral Example

Tier 2-3

[deidentified Care Team Referral: Advanced Tiers FACTS 2024](#)

[PBS Gold Submission BIP 24-25](#)

Contact Information

- Caysi Buck- Parent Coordinator
 - cbuck@kirksville.k12.mo.us
- Megan Mikel- Behavior Support Teacher
 - mmikel@kirksville.k12.mo.us
- Melissa Klocke- Director
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Thank you so much for your participation in our session!

***REMINDER:** complete session feedback survey in Guidebook App.
