

Steps Toward Applying the Teaching Pyramid For An Individual Child



- ___ 24. Teaching staff complete BORs
- ___ 25. Teacher updates Child Success Team (CST) Information Form for meeting with family, supervisor and classroom staff – attaches completed BORs
- ___ 26. CST meets and completes Positive Behavior Support Planning Chart
- ___ 27. Strategies are implemented*
- ___ 28. Focus on positive descriptive acknowledgement
- ___ 29. CST meets to review progress
- ___ 30. Referrals are made as appropriate

- Select Strategies**
- ___ 17. Use information from the BOR to identify function(s) and patterns of behavior*
 - ___ 18. Consult the Routines-Based Support Guide for ideas
 - ___ 19. Implement prevention strategies*
 - ___ 20. Teach new skills*
 - ___ 21. Focus on positive descriptive acknowledgement
 - ___ 22. Continue to collect BORs
 - ___ 23. Consult with family
 - ♥ Share strengths, successful strategies, concerns, and work samples
 - ♥ Inform of continued need to support the student at this level of intervention, if successful
 - ♥ Inform of next step in process and coordinator/supervisor support to discuss and recommend other strategies

- Social Emotional Strategies**
- ___ 10. Friendship Skills*
 - ___ 11. Emotional Literacy*
 - ___ 12. Managing Strong Emotions*
 - ___ 13. Problem-Solving and Conflict Resolution*
 - ___ 14. Use positive descriptive acknowledgement for 10-13
 - ___ 15. Collect Behavior Observation Reports (BOR)
 - ___ 16. Confer with staff who support implementation of the Teaching Pyramid

- Reinforce the Foundation**
- ___ 6. Examine the *Environment* with this child in mind to determine if it is *Supportive**
 - ___ 7. Focus on positive descriptive acknowledgement
 - ___ 8. Review DRDP
 - ___ 9. Monitor the child's learning, collecting work samples and creating portfolios

- ___ 1. Maintain good early childhood practices
- ___ 2. Check that you are *Building a Relationship* with the child and family*
- ___ 3. Review information from enrollment, family
- ___ 4. Were there concerns on the developmental screening (ASQ)?
- ___ 5. Does the child have an IEP (Individualized Education Plan)?

* Refer to Inventory of Practices in Teaching Pyramid notebook