



### KCCTO-KITS ITSN Technical Assistance Plan



Name:	Barbara Smith	Position:	Lead Teacher
Program Name:	Weeping Willow Child Development Center	Phone Number(s):	785-691-9249
Address:	1517 N.W. Brian Blvd.	Email(s):	bsmith29@gmail.com
City:	Mineral City, KS	Other (IM, text, Skype):	
Zip Code:	69422		
Date of Initiation:	February 8, 2017	ITSN Consultant:	Mary West
Date of Completion:		Type of TA Plan:	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Program
Other Collaborative Partners Involved:	Cynthia Dole, ECSE 785-691-6600	USD #(s)	
		Part C ITS (tiny k) Program	Kansas Infant/Toddler Services (ITS)
Number of Adults Directly Impacted by this TA Plan:		Administrators	Check all priorities to be addressed by this plan related to infants/toddlers:  <input type="checkbox"/> From low income families <input checked="" type="checkbox"/> With developmental delays/disabilities <input type="checkbox"/> Who are English language learners <input type="checkbox"/> Who are in tribal care <input type="checkbox"/> Who are migrant or homeless <input checked="" type="checkbox"/> Who are in foster care <input type="checkbox"/> Who are receiving care during nontraditional work hours <input type="checkbox"/> Who are otherwise in need of special assistance and support: _____
	1	Teachers	
	12	Assistant Teachers	
		Family Child Care Providers	
		Family Members	
		ECMH Consultants	
		Social Workers	
		EI/ECSE Practitioners	
		Related Services Providers	
		Others (please list):	

Does Program Receive Quality Improvement Funds?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> If Yes, QIF Budget Narrative Attached	QRIS Level _____ What supports does the program receive from QRIS?	The program does not receive Quality Improvement Funds.
Primary TA Topic:	Individualized adaptations and accommodations in child care settings (environment, routines and curriculum) to promote optimal learning for children with developmental delays.		
Secondary TA Topic:	Interaction strategies to promote inclusion		

**Description of technical assistance plan interest (Need(s) to be addressed)**

Barbara currently has one child enrolled in her program identified with developmental delays and working with Infant Toddler Services/Early Intervention (ITS). While ITS does provide services at the child care center specific to this child, Barbara is interested in further support via a technical assistance plan with ITSN to address challenging behaviors in her classroom, both to learn new strategies for herself as well ensure appropriate training for her staff. Barbara has several student assistant teachers in her classroom (12), and would like everyone to receive appropriate training on working with toddlers, especially targeting children with challenging behaviors. Additionally, Barbara is interested in examining the environment, routines, curriculum and interaction strategies to promote optimal learning for all children in her care, while being able to adapt and accommodate as needed for individual needs.

**Current status (Where are you now?)**

Barbara has 8, two-year-old children in her care, with twelve different assistant teachers who rotate through the classroom throughout the day/week. Barbara has worked at Weeping Willow Child Development Center for two years, one year in the infant room and one year in the Two's room. She has an Associate's degree in Early Childhood from Smithville Community College. Barbara is interested in continuing her professional development through coaching opportunities with ITSN, as well as through formal in-house training and access to conferences specific to working with children with developmental delays/disabilities, as she reports that she has received very little training related to special education. Barbara receives some support from ITS, but that is the only support system she currently utilizes to increase her knowledge and skill base related to special education.

Barbara reports strong, positive relationships with parents, children and classroom staff. Her interactions are characterized by calm, warm, friendly interactions with children. Due to rotating changes in classroom staff, Barbara is often needed to help with daily routine activities, such as toileting, handwashing, setting up activities, clean-up, etc., which can sometimes interfere with her ability to be available to the children during free play time.

**Proposed status (Where do you want to be in 6 months?)**

Over the course of the next six months, Barbara would like to be able to support all children in her care through more purposeful interaction strategies, adaptations and accommodations, and

changes to her routine. Additionally, Barbara would like to support her colleagues in the preschool classroom as they prepare for the transition of a child with developmental delays/disabilities from the two-year-old room to the preschool room.

**What are the anticipated outcomes of the technical assistance?**

1. All teachers in the Center will be trained to understand principles and laws of inclusion, early signs for developmental delays, and how to observe and read cues of children to anticipate, prevent and intervene in challenging behaviors in a positive manner.
2. Barbara will increase her toolbox of teaching strategies to implement, including adaptations and accommodations, which will keep learning activities appropriate for each child.
3. Barbara will assess the environment and daily routines on an ongoing basis to ensure match between individual child needs, group needs, staff needs and supervision.

**Action Plan**

Activities	Measures	Resources	Person(s) Responsible	Time-line	Results	Expectations met? Yes No
Whole-center Training— Inclusion	# of staff in attendance at training, or who review the recorded event. Training evaluation	Training developed and instructed by ITSN staff	Barbara Jo Ann (Center Director) Center Staff Mary	February 21, 2017		Yes No
Classroom specific training— Interaction Strategies	# of staff in attendance at training, or who review recorded event Recorded number of incidents over the course of each week	Training developed and instructed by ITSN staff	Barbara Assistant Staff Mary	February 28, 2017 and ongoing via coaching visits		Yes No
Observations and coaching	1. Satisfaction scale of ability to meet varied needs 2. Number of coaching	Weekly ITS visits; ITSN coaching every 2-3 weeks as appropriate	Barbara Cynthia (ITS) Mary (ITSN)	Ongoing through August, 2017		Yes No

	visits 3. Number of staff affected by coaching visits					
Barbara will attend content-specific trainings	# of trainings Barbara has attended Satisfaction scale of interactions regarding challenging behaviors	ITSN financial incentives; ITS provider to support in looking for options	Barbara Mary Cynthia	Ongoing through August, 2017		Yes No

\*Briefly describe, if relevant, circumstances that impacted results positively or negatively

**Goal 1: Teachers will facilitate positive relationships among all children throughout daily routines, free play, group time and outdoor play.**

<b>Level of Attainment</b>	<b>Description</b>
Much more than expected <b>+2</b>	Teachers will assist children in resolving conflict through facilitating peer-to-peer conversation, problem solving and support. Children will be empowered to address conflict independently, with adult support as needed. A safe space is utilized as opposed to exclusion practices.
Somewhat more than expected <b>+1</b>	Teachers will lead problem solving and conversation with the children as active partners. Teachers will utilize a safe space with rare use of exclusion practices.
Expected level of outcome <b>0</b>	Children will interact in a safe and friendly manner throughout the day, with support from teachers to handle times of conflict. When challenging behaviors arise, teachers will approach the situation in a calm manner and explain clearly the situation and resolution. Exclusion practices will be rarely used.
Somewhat less than expected <b>-1</b>	Children will be safe with occasional peer interactions. Teachers will handle all conflict and problem solving independent of children (children will be told the solution). Occasional use of exclusion is used to respond to challenging behaviors.
Much less than expected <b>-2</b>	Children will have frequent negative interactions characterized by yelling, crying and biting. Teachers will primarily use exclusion to manage challenging behaviors.

<b>Degree of Goal Attainment</b>														
Completion of TA Plan Date _____ Interviewer _____					6 Months After Completion Date _____ Interviewer _____					12 Months After Completion Date _____ Interviewer _____				
+2	+1	0	-1	-2	+2	+1	0	-1	-2	+2	+1	0	-1	-2
<b>Comments:</b>					<b>Comments:</b>					<b>Comments:</b>				

**Goal 2: Teachers will observe, identify and respond to cues that indicate the potential for challenging behaviors before the event occurs.**

<b>Level of Attainment</b>	<b>Description</b>
Much more than expected <b>+2</b>	Teachers will observe and identify environmental and social triggers that frequently lead to challenging behaviors through systematic data collection. Teachers will make changes to the daily schedule, staffing pattern, environment and curriculum to proactively prevent/reduce challenging behaviors.
Somewhat more than expected <b>+1</b>	Teachers will observe, identify and intervene to cues that children are becoming overwhelmed, angry, frustrated or scared. Teachers will implement strategies to support the child before challenging behaviors occur.
Expected level of outcome <b>0</b>	Teachers will observe, identify and intervene to challenging behaviors prior to situations in which children are at risk for injury.
Somewhat less than expected <b>-1</b>	Teachers will observe, identify and stop challenging behaviors at the initial onset of the behavior.
Much less than expected <b>-2</b>	Teachers will observe, identify and stop challenging behaviors after they have escalated. Children will be comforted when injured.

<b>Degree of Goal Attainment</b>														
Completion of TA Plan Date _____ Interviewer _____					6 Months After Completion Date _____ Interviewer _____					12 Months After Completion Date _____ Interviewer _____				
+2	+1	0	-1	-2	+2	+1	0	-1	-2	+2	+1	0	-1	-2
<b>Comments:</b>					<b>Comments:</b>					<b>Comments:</b>				

**The following people reviewed this plan and agree to the commitment of resources identified:**

\_\_\_\_\_  
ITSN TA Consultant Date \_\_\_\_\_

\_\_\_\_\_  
Primary TA Recipient/Contact Date \_\_\_\_\_

\_\_\_\_\_  
Program Administrator Date \_\_\_\_\_

\_\_\_\_\_  
Date \_\_\_\_\_

Update: \_\_\_\_\_ / Completion Date: \_\_\_\_\_

Follow Up Dates: 6 Month: \_\_\_\_\_

12 Month: \_\_\_\_\_