

## Once Upon A Time Developmental Communication Protocol

### Step 1 (continuous)

- **Collect Behavior Incident Report (BIR) data**
  - Keep the BIR data in a folder to reflect on trends and patterns
  - Review data weekly/monthly
- **Collect Developmental Data**
  - Keep anecdotal notes, individual planning forms, and assessment booklets in portfolio to reflect on trends and patterns
  - Review forms weekly/monthly

### Step 2

- Fill out documentation form for communication between peers and family about strategies/interventions
- Communication between co-teacher (support staff also)
  - Meet with co-teacher and look over the data
  - Discuss strategies that are working
  - Make a list of items the child is experiencing success in the classroom
  - Review Universal Practices Form for items that are in place
- Fill out temperament form/hot buttons (teacher/student) some key questions
- Fill out universal practices checklist
- Communicate with family

Behavior Data	Developmental Data
Share when the child is successful in the classroom	Share when the child is successful in the classroom
Share what the child is working on in a positive way (Example: Johnny is trying to get his friend's attention. He is working on using his words but is currently hitting) This conversation should include these items in this order: function, appropriate behavior, and behavior being exhibited.	Share what the child is working on in a positive way (Example: Johnny is trying to learn to walk without support. He is currently pulling up and cruising.) This conversation should include these items in this order: developmental task, developmental task observed
Ask the following questions: <ul style="list-style-type: none"> <li>→ Do you see the behavior at home?</li> <li>→ What strategies are working at home?</li> </ul>	Ask the following questions: <ul style="list-style-type: none"> <li>→ Does this happen at home?</li> <li>→ What is working at home to encourage growth?</li> </ul>

- Try strategy that is working at home

### Step 3

- Fill out documentation form for communication between peers and family about strategies/interventions
- Family fills out ASQ-SE-2 and/or ASQ-3 and teacher fills out ASQ-SE-2 and/or ASQ-3
- Communication between same-age classroom teachers
  - Discuss strategies that have been tried and data
  - Discuss when the child is successful in the classroom
  - Gather new strategies that you will try

### Step 4

- Fill out documentation form for communication between peers and family about strategies/interventions
- Review with Coach
  - Discuss what was communicated with the family
  - Discuss strategies that have been tried and data (BIR, ASQ-3 and/or ASQ-SE-2, anecdotal notes, planning forms, assessments)
  - Discuss when the child is successful in the classroom
  - Create a goal for the child using the behavior plan template
  - Set up intervention plan (3 interventions)

### Step 5

- Fill out documentation form for communication between peers and family about strategies/interventions
- Two-way communication with the family about the child's day
  - After first coaching session - Goal set to give child/family 80% positive
  - Share the goal you have created for the child with the family
  - Discuss strategies that have been tried and data
  - Discuss when the child is successful in the classroom
  - Create best way to continuously communicate with the family making sure the communication stays positive (daily log, e-mail, phone calls)

### Step 6

- Fill out documentation form for communication between peers and family about strategies/interventions (this would be the agenda to use to facilitate the conversation with the family)
- Parent meeting (family, teacher, and optional coach)
  - Before second coaching session
  - Share the goal you have created for the child
  - Discuss strategies that have been tried and data (BIR, ASQ-3 and/or ASQ-SE-2, anecdotal notes, planning forms, and assessment)
    - At least one of those strategies tried, needs to be from your conversation with the family
  - Discuss when the child is successful in the classroom
  - Gather new interventions that you will try

### Step 7

- Fill out documentation form for communication between peers and family about strategies/interventions
- Update families about the progress
- After three interventions have been tried, teacher goes to building leadership team to review the steps already taken and talk about next steps
  - Share the goal created for the child
  - Discuss strategies that have been tried and data
  - Discuss what has been communicated with the family
  - Discuss when the child is successful in the classroom

- Gather new interventions that you will try or get prepared for step 8

#### **Step 8**

- Fill out the Teacher Request form with VASD during a family meeting
- Provide Family with Birth to 3 contact information (or call doctor)

#### **Step 9**

- A VASD/Birth to 3 person will be assigned and RtI Tier one will be checked and then data will be reviewed, and follow-up
- OUAT staff works with VASD/Birth to 3 and family to create behavior intervention plans