

Early Childhood Behavioral Engagement and Developmental Needs Report

This report is required for use with a child who demonstrates persistent challenging behaviors (Hemmeter, Fox, & Snyder, 2014, p.24) that prevent his/her progress in any developmental domain (see NC Early Learning and Development Progressions <http://earlylearningprogressions.fpg.unc.edu/>) and impede the child's access to and participation in the NC Pre-K Program. The intention of this report is to document family communications about the challenging behavior and behavioral regulation strategies implemented in the classroom, and to inform the NC Pre-K contract administrators prior to referral to the Exceptional Children Preschool Program.

Teachers, Site Administrators and NC Pre-K Contract Administrators shall document and keep on file every effort made to support the child.

The NC Pre-K Contract Administrator, Site Administrator, teacher and the family, in consultation with the school system's Preschool Exceptional Children Program and other available resources, shall work together to develop a coordinated plan to support the NC Pre-K child's placement in the NC Pre-K Program. Every effort shall be made to maintain the child's enrollment and participation in the NC Pre-K program.

If efforts to access the consultation needed to develop a coordinated plan of support prove unsuccessful, the NC Pre-K Contract Administrator shall contact the Division of Child Development and Early Education for guidance.

What is challenging behavior?: Any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults that interferes with children's learning, development, and success at play, is harmful to the child, other children, or adults, that put a child at high risk for later social problems or school failure. Challenging behavior is thus defined on the basis of its effects. While some children's challenging behaviors are developmentally or culturally normative and effectively addressed by adult vigilance and the use of appropriate guidance procedures, other children need more targeted evidence-based practices (Tier II) to prevent and/or address challenging behaviors that are persistent or unresponsive to universal evidence-based approaches (<http://challengingbehavior.fmhi.usf.edu/explore/glossary.htm>).

Examples of persistent challenging behaviors for preschool children may include:

- (1) physical aggression such as hitting, kicking, punching, spitting, throwing objects forcefully, pinching, pushing, and biting;
- (2) climbing on things in the classroom that are not permitted;
- (3) destroying property, destroying what another child is working on regardless of the other child's response;
- (4) taking toys away from other children forcefully;
- (5) running that poses a safety risk for the child or others or elopement from the classroom;
- (6) tantrum behaviors that might include behaviors such as kicking, screaming, pushing an object or person, stomping feet, or head banging;
- (7) verbal aggression including yelling, threats, screaming at another person, calling children bad names, and saying bad words;
- (8) ordering an adult to do something (e.g., "leave me alone");
- (9) persistent or prolonged crying that is loud or disruptive or ongoing crying that interferes with the child's engagement in activities;
- (10) inappropriate use of materials (e.g., jumping off chairs, slamming materials, throwing objects);
- (11) statements that are noncompliant (e.g., "I'm not going to do it") or clear and explicit verbal or physical refusal to follow directions; or
- (12) inappropriate touching, stripping, and other behaviors that are hurtful, disruptive, or dangerous to self or others (Hemmeter, Fox, & Snyder, 2014, p. 24).

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Site Administrators and teachers must complete and submit this form to the NC Pre-K Contract Administrator to review what has been implemented and provide further guidance to support the child, family and teacher. The documentation will be shared with the Preschool Exceptional Children Program during consultation. Attach the teacher’s planned modifications/individualized strategies and documented progress for the child. This form can be completed electronically.

NC Pre-K Site:

Submission Date:

Child’s Name:

County:

Teacher’s Name:

Teacher’s Contact Information:

Site Administrator’s Name:

Site Administrator’s Contact Information:

Actions	Dates	Contacts/Results	Next Steps (Who, what, when)
Documentation of challenging behavior: when does it occur, what happens right before it occurs, what happens after, how often does it occur, and how long does it last.			
Designated observer conducts assessment of current classroom practices in preventing challenging behaviors and promoting social-emotional development & identifies new strategy to implement			
Documented teaching strategies implemented to maintain child’s participation in the NC Pre-K Program (e.g., teacher’s planned modifications or individualized strategies and recorded progress for the child for at least 6 weeks)			
Documented communications with families about child’s behavioral concerns. (Face to face, phone calls, emails, texts etc. that are not routine and are specifically conducted to address topic of child’s behavioral concerns.)			
Documented collaboration with specialists (e.g. local school system’s Preschool Exceptional Children Program, local Smart Start, Child Care Resources & Referral, Triple P, mental health consultant, psychologist, or other professionals) due to child’s challenging behaviors.			
Documented teacher’s professional development to support classroom practices. (e.g., completed Foundations: Social-Emotional training, visited other classrooms, mentored by others, etc.)			
Outcomes of attempts made to maintain child’s participation in the NC Pre-K Program (provision of additional staff, conducted a Functional Behavioral Assessment and implemented a Behavior Improvement Plan, referral to the Exceptional Children Program, transferred to another appropriate setting, etc.).			