



EIR Pyramid Model Classroom: Behavior Support Flowchart



A behavioral concern about a student is identified.

Does the persistent challenging behavior meet one or more of the following:

- On more than one occasion has the behavior been dangerous, hurtful, or harmful to the student or others in the class?
- Due to the behavior, is the student unable to participate in activities significantly more than the average peer (i.e., due to removal from class, student showing extreme withdrawal, etc)?
- Are other peers refusing to interact with the student?

YES

The SEL Coach and teacher will continue current coaching and complete **Step 1a and 1b.**

NO

The teacher and SEL Coach will continue with their current coaching.

Step 1a: Initial Session

During the coaching session, the teacher and the SEL Coach will discuss the challenging behavior(s), identify any resources outside of the classroom utilized (i.e., advocacy center, office, counselor, etc.) and complete the *Classroom Profile of Challenging Behavior* and the *Classroom Practices Assessment*. The SEL Coach will incorporate the information from both tools by either adding steps (classwide and/or individual) into the current action plan or by creating a new action plan (classwide or individual).

- The SEL Coach will touch base with the EIR Behavior Analyst (EIR-BA) via email and include the assessments and action plan(s).

Step 1b: Follow up Session

At the next coaching session, the SEL Coach will discuss the implementation fidelity of the action plan and behavioral progress.

- If behavior(s) are still of concern, continue working toward fidelity before moving to Step 2.

Step 2:

The EIR-BA will schedule an observation and debrief to collaborate with the teacher and SEL Coach during the next coaching session. *Attempt to align observation and debrief with the SEL Coach to minimize number of visits with the teacher and coordinate the support provided.*

- The EIR-BA may recommend adding individualization steps into the current action plan, to create an Individualized Support action plan or move to Step 3.
- EIR-BA may request observation consent if an additional observation is necessary.

Step 3:

If challenging behavior persists with no progress after 2 coaching sessions with BA support, a support team meeting will be scheduled.

- The team members should include: teacher, administrator, school counselor, SEL Coach (if requested), EIR-BA, parents/guardian, and others who are in regular contact with the student.
- At the meeting, the team will determine the supports needed and next steps. *This may include gaining consent for the PTR-YC (FBA/BIP) process, referrals to other school based supports, sharing resources with the parent(s)/guardians, etc.*

OUTCOMES

Fidelity & Progress:
Stop flow chart and SEL Coach continue coaching process

Fidelity & Limited Progress:
Move to Step 2. SEL Coach and EIR-BA consult

Limited Fidelity & Limited Progress:
Continue coaching process. SEL Coach & EIR-BA consult

OUTCOMES

Add individualization steps into current action plan

Create a new Individualized Support action plan

Move to Step 3

OUTCOMES

Progress: EIR-BA will fade support and SEL Coach will continue with coaching

No Progress: Schedule support team meeting. Collaborative referral submitted.

Prevent, Teach, Reinforce for Young Children (PTR-YC) is the FBA/BIP process aligned with the Pyramid Model.



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