

Models of Service

Project ACT is dedicated to partnering with child care centers, Head Start programs and family child care providers to continue providing young children with optimal services and opportunities for school readiness and healthy development. Project ACT promotes and creates linkage for the purpose of informing the community of the resources available and creating a referral system for individual children in need of additional services. Any child ages birth through age five, whose overall social and emotional development is of concern to the child care provider or parent, may be referred to Project ACT. When a child care provider chooses to participate with Project ACT, the following model of service is available:

- **Tier 1: Foundational Technical Assistance**

Each classroom is observed and provided with recommendations for specific inclusive strategies designed to provide universal behavior support to all children in the classroom. This foundation must be in place for successful behavior intervention. Classroom observation, action planning, training and mentoring is provided to the child care providers and program director for up to two months (approximately 5 visits) to implement these inclusive practices.

A. Parental/guardian consent is not required to provide Tier 1 services.

i. Continuation of service to Tier 2 consultation is contingent upon receiving parental/guardian consent.

B. Effective collaboration in partnership with the Director, Provider and Classroom Support Specialist is required in order to provide these services. As such:

i. Directors and classroom providers must be active participants by implementing classroom recommendations as agreed upon in the action plan to ensure that universal inclusive practices are in place.

ii. Continuation of service to Tier 2 consultation is contingent upon the demonstration of effort to implement classroom recommendations.

- **Tier 2: Individual Child Consultation**

Project ACT has two models of service for Tier 2 intervention: brief consults and ongoing services. Both of these models of service take a look at the social-emotional development of an individual child who has been referred for services by the parent, provider or director. Each child is observed, assessed, and if services are warranted, an individualized support plan is completed. For ongoing services, coaching and mentoring is provided for the child care providers and program director to meet the needs of the individual child for up to six months (approximately 14 visits). If the child already has an Individualized Education Plan (IEP) or Individualized Family Support Plan (IFSP) in place that includes services in the child care program, Project ACT will assist the classroom providers and program staff by creating a Snapshot IEP/IFSP and providing a brief consultation program of two on-site coaching visits. The parent/guardian is provided with weekly updates and phone consultation.



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- A. All children receiving Tier 2 services are required to have parental consent before any services are provided.
 - B. Effective collaboration in partnership with the Director, Provider, Parent(s)/Guardian(s) and Project ACT's Inclusion Specialist is required in order to provide these services to the individual children. As such:
 - i. Director's, or when applicable, their Designee, are required to meet in person, or by phone, with the Project ACT Inclusion Specialist after each on-site visit to discuss progress.
 - ii. Director or Designee will be asked to complete a weekly Plan of Action Checklist to help classroom teachers with carryover and implementation of recommendations.
 - iii. Director or Designee is required to attend two post plan of action on-site consultation visits for coaching from a Project ACT Inclusion Specialist.
 - iv. Classroom Teacher(s) are asked to complete assessments in a timely manner, as well as be active participants by implementing classroom recommendations to help improve the overall social-emotional climate of the classroom as well as behavioral strategies for child specific needs, when applicable. The Teacher(s) will be given the opportunity to help create a plan of action for the child based on recommendations created by Project ACT.
 - v. Parent(s)/Guardian(s) are asked to complete assessments in a timely manner, as well as be active participant's in the planning process by helping to create a plan of action based on recommendations created by Project ACT.
 - C. Upon receipt of the closing assessments and teacher/director surveys, Project ACT will provide 1 PAU to staff that actively participated in the consultation process.
- **Tier 3 (as needed): Resource and Referral Support for Evaluation and Intervention**
Additional resources and referrals are provided as deemed necessary and only with express written parental/guardian consent.
Example: If a child care provider has a concern about a child's language development and challenging behavior, the child may be referred to this project because problems with communication will ultimately affect the child's social and emotional well-being. If the child is in need of a referral to Infants/Toddlers Program or Child Find to address language concerns, the referral will be made with the consent of the parent/guardian in addition to the services available by this project.



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