

Project ACT ECMH Consultation

Models of Service

Project ACT is dedicated to partnering with child care centers, Head Start programs and family child care staffs 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 staff or parent, may be referred to Project ACT. When a child care staff chooses to participate with Project ACT, the following model of service is available:

- **Tier 1: Foundational Technical Assistance**

The program will be provided coaching and mentoring 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. Coaching and mentoring is provided to the program staff and director for up to two months (approximately 4 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, Staff and Classroom Support Specialist is required in order to provide these services. As such:
 - i. Directors and classroom staff 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.
 - C. Coaching and mentoring during Tier 1 services could include, development of a classroom ecomap, routines based conversations, classroom observation, collaborative problem solving, action planning services, and modeling .
 - D. Tier 1 services may be provided on-site or remotely based on program need. The Tier 1 service model will be adapted to meet the program needs and the focus will shift to director consultation once multiple referrals for services have been made over the course of a year.

- **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 provide screening for the social-emotional development of an individual child who has been referred for services by the parent, staff 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 program staff 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 appropriate services in the child care program, Project ACT will assist the 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.

- 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, Staff, 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. Directors, 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 and provide support to classroom staff with 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 Staff 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 Staff 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 participants 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 staff/director surveys, staff who actively participated in consultation services may be eligible for 1 Professional Activity Unit. Project ACT can provide a letter confirming participation upon request.
- **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 the Infants and 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.

By signing the partnership agreement you indicate understanding of Project ACT's model of service and are willing to be an active participant in the process of providing social/emotional support to your child. A lack of participation by Director (or Designee), Staff, or Parent(s)/Guardian(s) can be cause for ending Project ACT Consultation.