

## REFERRAL POLICY

**Goal:** The goal of the referral policy is to create a collaborative process between the organization and families to provide additional support services to benefit the child(ren) and/or family.

The organization will conduct the following steps to determine appropriate services:

1. A staff member of the organization or parent/guardian will discuss concerns about their child with the Lead Teacher and Site Director.
2. The Lead Teacher and Site Director will discuss the concerns and follow up with the appropriate observations and documentation.
3. The Site Director will serve as the educational liaison by obtaining the necessary documentation such as observations, written consent, and scheduling meetings between the service provider(s) and family.
4. The organization will receive written parental consent to help families receive referrals for additional support services. By obtaining written consent, this allows the organization to collaborate with other service providers and maintain confidentiality.
5. The Site Director will arrange a conference with the parent/guardian to discuss parental and educational concerns and if any further action needs to be taken. At that time, the organization and family will collaborate to develop an individualized plan to support the child/family.
6. During the meeting, the Site Director and/or service provider(s) will include the reason(s) for recommending a referral for additional services, a brief summary of observations **related to the referral** and any strategies for re accommodations.
7. If it is determined that the child is not in need of additional services, or is ineligible to receive services, the organization shall determine if additional steps are necessary.

If the child is exhibiting challenging behavior(s), the organization will take the following steps:

1. Assess the function of the behavior by identifying the purpose of the challenging behavior. The behavior will be documented using the Behavior Incident Report (BIR) established by the Pyramid Model Consortium.  
**Challenging Behavior:** Any behavior that (1) interferes with children's learning, development and success at play, (2) is harmful to the child, other children, or adults (or) (3) puts a child at high risk for later social problems or school failure." (Kaiser & Rasminsky, *Challenging Behavior in Young Children* (2<sup>nd</sup> Ed.), *Pearson Education Inc.*, 2007, p.8).
2. The organization will work with families and certified professionals to develop an individualized plan to address the challenging behavior.  
**Examples of challenging behavior:** Physical aggression (hitting, biting, shoving, whacking with toys), relational aggression ("you can't play with us"), verbal bullying, tantrums, whining, testing limits, refusal to follow directions or observe classroom rules.
3. The organization will include a positive behavior support strategy as part of the individualized plan.  
**Examples of positive behavior support strategies:** Removing materials or modifying the classroom environment that triggers challenging behaviors, or create a predictable daily schedule so children know what to do and when to do it.