The Following is a Mock Example of the Representation of a Typical Core Classroom Action Plan

EARLY CHILDHOOD CONSULTATION PARTNERSHIP REPORT
CLASSROOM ACTION PLAN

Teacher Name: ___________ Mrs. Smith ________ Begin Date: 10/17/2006 ________
CENTER: Early Care and Learning Center ________ End Date: 1/7/2007 ________
Age Group: 3 to 5 ________ Number of Children in Class: ___ 12 ___
Early Childhood Consultant: _____________________________
ECC Agency: __________________________________________
Service Category: ______ Classroom-Specific Core ______

INTERVENTIONS:

Weeks of Center Consultation: ___ 12 ___ Direct Consultation Hours: ___ 60 ___
Weekly Director/Teacher Consult Meetings: ___ 12 ___ Phone Consult Contacts: ___ 10 ___
TAB Trainings: ___ 1 ___ List TAB Topics: Positive Guidance Techniques
TAB Training Date: ___ 12/7/06 ___
Resource List: ___ 1 ___ Parent/Teacher Consult Team Meetings: ___ 4 ___
Child Specific Assessment: ___ 1 ___ Child Specific Action Plan: ___ 1 ___

CLASSROOM ASSESSMENT TOOLS:

☑ ECERS
☑ ITERS
☑ CLASS

CLASSROOM AREAS OF STRENGTH:
Classroom/Teacher Strengths Summary

Physical Environment

Classroom space is organized and displays clear visual boundaries. Space is utilized and arranged according to children’s activity level and interests.

Daily Program/Routine

Major routines are carried out daily. Children demonstrate a knowledge of classroom expectations and schedule. Teachers individualize routines as needed. Children show initiative to participate in classroom program.

Activities and Experiences

A wide variety of activities and materials are available. There is a variation of large and small group activities throughout the schedule. Teachers individualize activities as needed.
The Following is a Mock Example of the Representation of a Typical
Core Classroom Action Plan

Interactions
Teachers maintain a high level of engagement and interaction with all children.
They demonstrate affection, empathy, respect, and supportive interactions towards
all children. Children are supported to use cooperative play and develop social
skills.

Family/Teacher Partnerships
Parents are kept well informed and welcomed in the classroom. Teaching and
program staff make daily efforts to connect with parents.

Program Structure
The daily schedule is followed consistently, and presents a balance of large and
small group gatherings, fast and slow paced activities, teacher-directed and child directed
activities, and free play opportunities are available throughout the day.

Staff Resilience
Teachers work well together and communicate with one another throughout the
day. Director provides support as needed. Teachers take daily breaks and have
regular planning times.

Language/Reasoning/Listening
Teachers promote communication with and between children. Conversation and
language building takes place throughout the day. Teachers encourage children to
solve problems and ask questions. Teachers also interact verbally with children
during activities and routines.

CLASSROOM GOALS/OBJECTIVES/STRATEGIES:

GOALS: Create an environment that promotes resilience
OBJECTIVES: Provide a few be by myself spaces that are private, but still
visible to teachers
STRATEGY: Create a "cozy area" in a quiet center/area of the room. It should be available
for one child at a time and open at any time during the day. Include items that
are soft and comfortable, as well as quiet activities (books, feelings faces,
small mirror, squishy toys, crayons and paper). It should have clearly defined
boundaries and create a sense of privacy.

GOALS: Develop a Daily Program that promotes resilience
OBJECTIVES: Develop daily schedule
STRATEGY: Create a picture schedule for the children to view. Show the basic sequence of
the day and review it regularly with them (more at the beginning of the year
and with new children). Place Velcro on both the front and back of the pictures,
then turn over when that part of the schedule is done. Add/change the pictures
when adding something new to the day (i.e. field trip, indoor gross motor time,
observer or guest in the room).

GOALS: Use Activities and Experiences to promote resilience
OBJECTIVES: Teach children problem solving skills & encourage them to
use their skills to resolve conflicts.
The Following is a Mock Example of the Representation of a Typical Core Classroom Action Plan

STRATEGY: Introduce problem solving steps during group time with children, and teach to smaller groups of children. Use these steps during the day in various play activities. Also, use the problem solving steps when reading a book, involving the characters of the story. *(see attached materials)

GOALS: Develop Strategies for using Supportive Interactions to Promote Resilience

OBJECTIVES: Help children understand their feelings and those of others

STRATEGY: Help children become familiar with identifying feelings by using pictures with facial expressions, books, and acknowledging children’s emotions often. *(see attached materials)

Model how to name/identify and express feelings appropriately. Teach children the words to say to express their feelings. For example, "Jayda, you feel frustrated because all of the paint brushes are being used.”

Read books about feelings, how to express them, and positively deal with them. Read them to children as well as have accessible for them to read daily.

Help children relate their feelings and experiences with those of the characters in the story.

Regularly review names of feelings with children while showing them pictures of facial expressions of different emotions.

Use a feelings chart (poster board with 5 to 6 emotion faces posted) during morning meeting for children to identify how they are feeling that morning. Encourage them to refer to the chart during the day when their feelings change. You could also make a feelings wheel or smaller chart accessible in a few areas of the room.

OBJECTIVES: Identify and teach age-appropriate skills that promote positive peer interaction

STRATEGY: Choose 3 to 5 social skills to teach the children during the next 6 months. For example, asking for help, joining a group, sharing, taking turns, etc. Introduce the skills one at a time during large group meetings, and teach more directly with smaller groups. Interact with the children during play to model and reinforce the skills.

Follow Up : _____________________________________ Follow Up Date : 2/7/2007

_____________________________________________________________________________

Comments : ___________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Teacher Signature : _______________________________________ Date ____________
Teacher Name : __________________________________________________________________

Director Signature : _______________________________________ Date ____________
Director Name : __________________________________________________________________

Early Childhood Consultant Signature : _________________________ Date ____________

ECC Agency : ___________________________ ECC Phone Number : _________________

Confidential