

**The Following are MOCK Examples,  
Which Represent A Typical  
Child Action Plan**

**EARLY CHILDHOOD CONSULTATION PARTNERSHIP REPORT  
CHILD ACTION PLAN**

**CHILD NAME:** Smith, Jack      **DOB :** 10/1/1999  
**DATE :** 10/15/2002      **TEACHER :** Kim Jones  
**CENTER :** Early Learning Center

**PARENT/GUARDIAN :**

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Bio parents married | <input type="checkbox"/> Bio parents divorced/separated | <input type="checkbox"/> Bio Mother             |
| <input type="checkbox"/> Bio parents father             | <input type="checkbox"/> Grandparent(s)                 | <input type="checkbox"/> Other extended family  |
| <input type="checkbox"/> Step parent(s)                 | <input type="checkbox"/> Foster parent(s)               | <input type="checkbox"/> Pre-adoptive parent(s) |
| <input type="checkbox"/> Adoptive parent                | <input type="checkbox"/> Other                          |   |

**REASON FOR REFERRA**

Impulsive

**INTERVENTIONS:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Classroom Observation     | <input type="checkbox"/> In home observation  |
| <input checked="" type="checkbox"/> Classroom recommendations | <input checked="" type="checkbox"/> Child Action Plan                                       |
| <input checked="" type="checkbox"/> Child recommendations     | <input type="checkbox"/> Consult team meeting <input checked="" type="checkbox"/> Referrals |

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**CHILD ASSESSMENT TOOLS :**

**CHILD'S AREAS OF STRENGTH :**

**Your child exhibits strengths in the following areas:**

**Sense of self**

Jack presents as friendly and outgoing. He is able to initiate conversations with staff and peers. Jack is able to verbally express his likes and dislikes.

**Responsibility for self and actions**

Jack can be very independent at times. He has the ability to clean up after himself at the end of the play periods. Jack often volunteers to be the teacher's helper and truly wants to do a good job.

**Social skills**

Jack is quite verbal. He is eager to play with his peer group and does not hesitate when it comes to trying new things.

**Other**

Jack is very bright and able to problem solve complex problems at times.

**CHILD'S GOALS/OBJECTIVES/STRATEGIES**

**GOALS:      Support child in strengthening his/her sense of self**

**OBJECTIVES:      Improve ability to adjust to new situations**

**STRATEGY:** Support Jack during transitions, particularly at the beginning and end of the day. Allow Jack and his mom time to separate in a quiet area of the classroom. Here it may be helpful if his mom is able to review with him how he will enter circle time. She may walk him to circle time once the other children have moved to the carpet area. Review Jack's success's in front of him with his mom at the end of each day.

**OBJECTIVES:      Recognize and manage feelings appropriately**

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**STRATEGY:** When Jack becomes angry or frustrated, he will be given the choice to sit on the step or go to the classroom "Be by myself place." Jack will be encouraged to use feeling words instead of running out of the room. Jack will be rewarded with a sticker each time he is able to successfully remain in the class following becoming angry/frustrated.

**GOALS:** **Improve child's ability to take responsibility for self and actions**

**OBJECTIVES:** **Follow classroom routine**

**STRATEGY:** Review the classroom routine with Jack in the beginning and middle of the day. Offer reminders if the schedule changes on any particular day.

**OBJECTIVES:** **Follow classroom rules**

**STRATEGY:** Develop a star chart for Jack focusing upon remaining in the classroom when he becomes angry/frustrated. Each time Jack is able to replace running from the room with sitting on the step, going to the "Be by myself" place, taking a deep breath, or counting to 10, he will receive a star.

**GOALS:** **Support positive social behaviors**

**OBJECTIVES:** **Improve ability to use thinking skills to resolve conflicts**

**STRATEGY:** Teach Jack to use slow down techniques prior to attempting to problem solve. Engage Jack in small group time and play "Stop Think and Relax" game.

**REFERRAL :**

No referral were made     Please see attached referral form     Please see attached resource list

**FOLLOW UP DATE:** 12/20/2002

**Parent/Guardian Signature :** \_\_\_\_\_ **DATE** \_\_\_\_\_

Specify Relationship to Child

**Teacher Signature :** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Early Childhood Consultant Signature :** \_\_\_\_\_ **DATE** \_\_\_\_\_

\_\_\_\_\_  
Early Childhood Consultant Agency Name and Phone Number