

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

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

Teacher Name: Kim Jones Begin Date : 10/1/2002
CENTER : Early Learning Center End Date : 12/20/2002
Age Group : 6 To 48 Number of Children in Class : 15
Early Childhood Consultant : Bicio, Elizabeth
ECC Agency : ABH
Service Category : Classroom-Specific Intensive

INTERVENTIONS :

Weeks of Center Consultation: 7 Direct Consultation Hours: 42
Weekly Director/Teacher Consult Meetings : 8 Phone Consult Contacts: 8
TAB Trainings: 1 List TAB Topics : Effective communication strategies with
parents
TAB Training Date : _____
Resource List : 1 Parent/Teacher Consult Team Meetings: 2
Child Specific Assessment: 2 Child Specific Action Plan : 2

CLASSROOM ASSESSMENT TOOLS :

<input checked="" type="checkbox"/> ECERS	Pre Score <u>4.17</u>	Post Score <u>5.99</u>
<input type="checkbox"/> ITERS	Pre Score _____	Post Score _____
<input type="checkbox"/> DECA	Average Parent Pre Score: _____	Average Parent Post Score: _____
	Average Teacher Pre Score: _____	Average Teacher Post Score: _____

CLASSROOM AREAS OF STRENGTH :

Classroom/Teacher Strengths Summary

Physical Environment

Classroom space is reasonably clean, well maintained and in good repair.
Space is easily accessible to all children.

Daily Program/Routine

Each child is greeted individually. Staff use greeting and departure time as information sharing with the parents. Most staff sit with children during meals and snacks. During naptime, space is conducive to resting. Staff are good models for health practices.

Activities and Experiences

Most of the materials are in good repair. Some art materials are accessible for at least one hour a day. Some sand and water toys accessible. Inclusion of diversity is a part of the daily routine.

Interactions

Staff talk to children about ideas related to their play. Staff model good social skills.

Family/Teacher Partnerships

Some possibilities are offered for parents to be involved in children's program.

Program Structure

A basic daily schedule exists that is familiar to children.

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Staff Resilience

Staff group is very cohesive and supportive of one another. Staff are open to new ideas and suggestions.

Language/Reasoning/Listening

A wide variety of books are available for a substantial portion of the day. Communication activities take place during free play and small group times.

CLASSROOM GOALS/OBJECTIVES/STRATEGIES :

- GOALS: Create an environment that promotes resilience**
- OBJECTIVES: Create a simple system to limit the number of children who can use an area at a time.**
- STRATEGY:** Establish a system in which only 4-6 children are in a play center at a time and rotate centers every 45 minutes. Use the "group dice" to determine who is in which center.
- OBJECTIVES: Provide materials that promote cooperation and group play**
- STRATEGY:** Provide art materials and supervision for small group art activities. Provide games such as "You and Me," that encourage getting along and cooperation. Use the parachute for small group activities.
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- GOALS: Develop a Daily Program that promotes resilience**
- OBJECTIVES: Include enough time for routines and transitions**
- STRATEGY:** Give warnings to children before changing activities. Divide the group in two for transitions. and have 1 teacher in charge of each group. Make games out of transitions from time to time. This can turn sometimes difficult transitions into pleasant learning experiences.
- OBJECTIVES: Help children and families cope with separation at arrival and reunions at the end of the day.**
- STRATEGY:** Set up a separate area within the classroom where parents can say good bye to their children as they are leaving them at the center. Check in with parents regarding how the child's morning has gone so far, and use this information to set up child specific plans for the day as needed.
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- GOALS: Use Activities and Experiences to promote resilience**
- OBJECTIVES: Read and discuss books about feelings with the group and with individuals**
- STRATEGY:** Introduce feelings books and discussion during small group time. Display and rotate feelings books in the reading center.
- OBJECTIVES: Teach children relaxation techniques**
- STRATEGY:** Teach relaxation techniques, such as deep breathing, counting to five, and rubbing a smooth object. Play soothing music during nap time.
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- GOALS: Develop Strategies for using Supportive Interactions to Promote Resilience**
- OBJECTIVES: Give each child the opportunity to build a trusting relationship with a caring adult.**

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STRATEGY: Get to know each child by learning about their strengths and weaknesses. Allow children to take turns sitting next to staff during lunch and snack. Allow time for each child for special sharing. Praise the child in front of parents for the positive things they have done during the day.

GOALS: **Use Partnerships with Families to Promote Resilience**

OBJECTIVES: **Use a variety of communication strategies to keep families informed about the program.**

STRATEGY: Develop a system to communicate with families regarding their child's day. This can take many forms, such as, message boxes for the family, phone contacts, and conversations at the end or beginning of the day with the parent. Send home star charts focusing on the positive aspects of the child's day. Communicate any difficulties the child may have had through out the day, allow the parent to comment and tell the staff what works in such situations at home.

OBJECTIVES: **Incorporate family involvement in the program**

STRATEGY: Begin a monthly parent support group. Provide babysitting and refreshments. Find out topics of interest for parents and invite speakers accordingly. Offer materials for home activities and reading.

GOALS: **Promote staff resilience**

OBJECTIVES: **Reduce stress by teaching stress management techniques**

STRATEGY: Teach stress management techniques to staff during monthly staff meetings. Provide items such as stress balls and posters identifying 101 stress reduction techniques.

OBJECTIVES: **Offer staff training in key areas to improve knowledge base of social emotional wellness**

STRATEGY: Provide staff training as it relates to communicating with families and social and emotional development of preschool children.

OBJECTIVES: **Help in the development of their own support networks**

STRATEGY: Help staff develop their own support networks by first identifying center and community supports and how to utilize these. Support director with open communication as it relates to staff and their needs, especially during times of high stress.

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Follow Up : _____ Follow Up Date : 1/20/2003

Comments _____

Teacher Signature : _____ DATE _____

Teacher Name : _____

Director Signature : _____ DATE _____

Director Name : _____

Early Childhood Consultant Signature : _____ DATE _____

ECC Agency :

ECC Phone Number :