

*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

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**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

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**CLASSROOM ASSESSMENT TOOLS :**

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  - ITERS
  - CLASS
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**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.

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### **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.

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**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.

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**Follow Up :** \_\_\_\_\_

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

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**Comments :** \_\_\_\_\_

**Teacher Signature :** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher Name :** \_\_\_\_\_

**Director Signature :** \_\_\_\_\_ **Date** \_\_\_\_\_

**Director Name :** \_\_\_\_\_

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

**ECC Agency :** \_\_\_\_\_ **ECC Phone Number :** \_\_\_\_\_