

*The Following is a Mock Example of the Representation
of a Typical Child Specific Action Plan*

EARLY CHILDHOOD CONSULTATION PARTNERSHIP REPORT
CHILD ACTION PLAN



CHILD NAME: John Smith

DOB: 01/01/2004

DATE: 5/22/2007

TEACHER: Ms. Teacher

CENTER NAME: ABCD Preschool

PARENT/GUARDIAN:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Bio Parents Married | <input type="checkbox"/> Bio Parents Divorced/Separated | <input type="checkbox"/> Bio Parent Mother |
| <input type="checkbox"/> Bio Parent 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 Parents |
| <input type="checkbox"/> Adoptive Parent(s) | <input type="checkbox"/> DCF Residential | <input type="checkbox"/> Other |
| <input type="checkbox"/> Grandparent(s) | | |

REASON FOR REFERRAL

Impulsive

INTERVENTIONS:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Classroom Observation | <input checked="" type="checkbox"/> In Home Observation | <input type="checkbox"/> DCF Recommendations |
| <input checked="" type="checkbox"/> Classroom Recommendations | <input checked="" type="checkbox"/> Child Action Plan | <input type="checkbox"/> Family Recommendations |
| <input checked="" type="checkbox"/> Child Recommendations | <input type="checkbox"/> Action Plan Meeting | <input checked="" type="checkbox"/> Referrals |
| <input type="checkbox"/> Support Visits | | |

CHILD ASSESSMENT TOOLS

- | | |
|--|---|
| <input type="checkbox"/> ASQ | <input checked="" type="checkbox"/> CTR-F |
| <input type="checkbox"/> ASQ-SE | <input type="checkbox"/> PSISF |
| <input checked="" type="checkbox"/> CBCL | |

CHILD'S AREAS OF STRENGTH

Your child exhibits strengths in the following areas:

Sense of Self

John is a bright 3 1/2 year old boy with extremely strong verbal skills. He is interested in his surroundings, is energetic, imaginative and enjoys engaging the people around him in conversation and in play. He is an active participant in both structured and unstructured activities at home and in school. He has strong leadership qualities and is assertive and confident. He is extremely attuned to the adults in his life and has tremendous support from them.

CHILD'S GOALS/OBJECTIVES/STRATEGIES

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

OBJECTIVES: Recognize and manage feelings appropriately

STRATEGY: 1) Positive reinforcement for appropriate expression of emotions, in particular

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anger or frustration may help to make that emotion acceptable. e.g. "I noticed you used your words when you were angry"

2) Having some rituals for expressing anger, frustration or need for attention may help him to find alternate coping skills for regulating his emotions. (see foot stamping pad enclosed).

OBJECTIVES: Exhibit self control

STRATEGY: The ability to manage strong feelings without losing control develops gradually during this age. To help John begin to manage effectively, a positive behavior chart may help to reinforce the appropriate behaviors and could be used to encourage John to gain control over impulsive or aggressive behaviors. Beginning with short intervals of 15 minutes, John might receive a sticker or a check on a dry erase board for using gentle touches and cooperative behavior. Four checks may earn him a special job or choice that he enjoys. If these jobs and choices are something that can easily be worked into the day's routine, they will be easier to administer. E.g. flicking the lights for clean-up time in school or turning on a favorite CD at home.

OBJECTIVES: Demonstrate use of self-regulation techniques

STRATEGY: John might benefit from some emotion regulation techniques such as the "Turtle technique" (see enclosed). He can be encouraged to use this both in school and at home. By providing him with some limited frustrations at home, he would be able to practice using his emotion regulation skills with an adult who is able to remind and encourage him with this. For example, have him wait for a snack for a short time or ask that he take turns with a toy. During these times, he can be encouraged to name the feeling of frustration and to cope with it.

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

OBJECTIVES: Follow classroom rules

STRATEGY: Incorporate using gentle touches, cooperating, taking turns and sharing into classroom rules and encourage John to verbalize these on a regular basis. Use role playing and social stories during circle time to help children learn to identify behaviors that follow these rules. When John exhibits behavior that does not follow the rules, he may be reminded of the rule.

OBJECTIVES: Follow family rules

STRATEGY: John may benefit from a clarification of expected behavior at home. Setting some simple house rules can help a child of this age feel safe. When the adults all use the same limit setting script for his behavior, it may help him to feel that he'll be helped to manage and regulate his emotions. Continue to encourage positive behavior and utilize a simple script such as 1, 2, 3, Magic (See enclosed) for negative behaviors.

GOALS: Support positive social behaviors

OBJECTIVES: Improve ability to play well with other children

STRATEGY: Experience with peers can help teach children this age to deal with aggressive feelings in themselves and with aggressive behavior in others. Provide ample opportunities for John to play with children his age. When possible, adults

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should take a one-on-one "coaching" role, encouraging John to use gentle hands, take turns, share and use cooperative language. Preferably, all the adults caring for John can agree on similar language in these situations to further reinforce these skills.

OBJECTIVES: **Improve ability to recognize and respond to the feelings of others**

STRATEGY: Allow John to use his verbal skills to be the 'peacekeeper' or the "booboo buddy" to help work out a dispute between children or to help apply a cool pack to a child who has hurt himself. Ask him open-ended questions about what these children might be feeling and how they may be helped to feel better. This type of questioning and role-playing may also be used at home.

GOALS: **Support parent teacher partnership**

OBJECTIVES: **Develop consistent and positive communication**

STRATEGY: A communication notebook which can pass between teacher and parent at drop-off & pick-up time might replace any verbal communication about John's behavior. He is very attuned to adult conversation and this way, there would be less attention paid to the behavior. Also, any negative behavior can be addressed at the time that it occurs and John can have a "clean slate" so that he has more opportunity for success.

REFERRAL:

No referrals were made Please see attached referral Form Please see attached resource list

FOLLOW UP DATE: _____

Parent/Guardian Signature: _____ **Date:** _____

Specify Relationship to Child

Teacher Signature: _____ **Date:** _____

Early Childhood Consultant Signature: _____ **Date:** _____

Early Childhood Consultant Agency Name and Phone Number