

**Lower Columbia College Head Start/EHS/ECEAP  
Intervention Strategies**

Child's Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ LOC ID: \_\_\_\_\_

Teacher/EHS Staff: \_\_\_\_\_ Family Advocate: \_\_\_\_\_ Coach: \_\_\_\_\_

<b>Quality Classroom Indicators and In-Home Supports</b>				
<i>You can use this chart to guide some ideas and thoughts for children in their classroom and/or home.</i>				
	<b>Strategy</b>	<b>What ones have I tried or want to try in a different way?</b>	<b>How did it work? Did I document how it went?</b>	<b>Things I want to remember and/or share with child's team.</b>
1.	What is used to designate closed centers/areas? (Ex. Stop signs)			
2.	Do learning centers/areas have clear boundaries?			
3.	Are materials in centers/areas adequate to support number of children playing?			
4.	How are limits given for the number of children in centers/areas?			
5.	What is used for transition warnings?			
6.	Are transitions planned with engaging activities and wait times for children minimized?			
7.	Do children have access to pictures of parents/guardians and/or other meaningful comfort items and is this available all day?			
8.	How is a visual schedule used throughout the day?			
9.	Is seating assigned during circle time activities OR during in-home tasks			
10.	Is seating assigned during table time activities?			
11.	What are the tools most often used for redirection? (Ex. 5 words or less, physical prompts, visual pictures, modeling)			

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12.	How are school family jobs assigned? OR what jobs/tasks are assigned in home?			
13.	What expectations are visually posted and how are they used?			
14.	How long do your circle times last? OR home activities/tasks?			
15.	Are there visual ways that feelings are referenced?			
16.	What ways are indoor movement activities offered?			
17.	What ways are sensory activities offered?			
<b>Conscious Discipline</b>				
18.	Is altering tone and words used? (examples: calm tone, few words, slower pacing)			
19.	Is a noticing progress plan used (i.e. way that regularly notices and celebrates children's attempts and accomplishments)?			
20.	Are connect activities regularly practiced? (examples: I Love You rituals, Greetings/Goodbyes, modeling that develops a special ways of starting and ending school days.)			
21.	Are calming strategies taught when children are not upset? (Example: deep breathing techniques, using the Safe Space in classroom or Home with adult support, using Feeling Buddies,)			
22.	What concrete ways are used to teach limits for safety? (Examples: tell children what is wanted, Use MAP: Model, Add Visual, and Practice).			

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23.	<p>Is Conscious Discipline phrases and language used often:  <b>(Examples: Describe what you see:</b>                      (Examples: "It looks like there is a problem." "I see your hands pulling on a toy with your friend." "I see your head down and you are sitting all alone.")  <b>Name the feeling you think they are having:</b> (Examples: "You seem frustrated." "You seem disappointed.")  <b>Acknowledge what was wanted:</b>                      (Examples: "You were really wanting to have a turn at using that toy." "You wanted to play with something or someone and they said no." "You were hoping" )</p>			
24.	<p>Is a safe place available for the purpose of self-regulation?                      For children that are not yet able to self-regulate or use the center on their own, is there a space for an adult to be in the center with the child to coach them through the process and/or co-regulate?                      (Safeplace examples include feeling buddies, Shubert/Sophie materials, breathing icons, sensory tools, social stories, and comfort items)</p>			
<b>Curriculum Modification</b>				
25.	<p>Is alternative seating used? (3-sided chairs, standing instead of sitting, or individualized seating option)</p>			
26.	<p>Is alternate activity provided during circle time OR alternate activity provided during challenging tasks at home.</p>			

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27.	Are sensory items offered to children during waiting periods? Are visuals available to show how to use sensory items (example: visual/social story).			
28.	Is changes in lighting used to assist children with transitions or calm? (Reminder: FAC1 1r: policy shares that children and adults will be able to read without eye strain in using environment).			
29.	Is adjusting background noise used as a calming technique? (Examples: adjusting music, having periods of calming rhythms, instrumental, music or no background music depending on class dynamics.)			
30.	Are individual picture/visual cues used with children who need assistance in following rules and routines?			
31.	Are Choice Cards used to remind of expectations and offer various ways children can gain power in positive ways in classroom.			
32.	Are problem solving visual strategies that offer children reminders of ways to resolve conflict and manage strong emotions used. (Examples: : Visual Timers, Finish Box, Choice Boards, Problem Solving Notebooks, key rings of problem solving ideas, We Care kits/Friendship kits with problem solving choices available).			
33.	Are weighted sensory items used (examples: weighted stuffed animal or lap pad.)			

Embedded Learning				
	Strategy	What ones have I tried or want to try in a different way?	How did it work? Did I document how it went?	Things I want to remember and/or share with child's team.
34.	Are social stories used? (Examples: Conscious Discipline books (Sophie, Schubert stories), Boardmaker and the Vanderbilt CSEFEL website/Head Start Center for Inclusion, Vanderbilt CSEFEL <a href="https://depts.washington.edu/hscenter/teacher-tools">https://depts.washington.edu/hscenter/teacher-tools</a> )			
35.	Are preventive sensory break movements regularly offered? (Examples: animal walks, balance breaks, yoga movement, wall pushups. Aiming active movement every hour)			
36.	Is small group time adjusted in specific ways (example: time limit, size, alternative job)			
37.	Is opportunities provided to allow child to practice skills within activities?			



LOC ID# \_\_\_\_\_

Date: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Dear \_\_\_\_\_:  
(Health Care Provider Name and/or Clinic Name)

Your patient is currently enrolled in the Lower Columbia College Head Start/EHS/ECEAP Program. As indicated, program staff and I are requesting the following:

- Is patient currently enrolled in services? Yes \_\_\_\_\_ No \_\_\_\_\_
- Assigned Clinician: \_\_\_\_\_ Contact Information: \_\_\_\_\_
- Intake Summary / Diagnosis \_\_\_\_\_
- Psychiatric/Psychological Evaluation Assessments, Medication Management Plan
- Treatment Plan (most recent)
- Clinical/Therapy Progress Notes
- Exit/Discharge Summary
- Other/Recommended strategies to support student in education setting: \_\_\_\_\_

Included with this letter is a completed Release of Information form signed and dated by the child's parent/guardian. Please send the requested information attention:

\_\_\_\_\_ Bryana Kowalski                      \_\_\_\_\_ Suzanne Snow

**LCC Head Start/EHS/ECEAP**  
**P.O. Box 3010**  
**Longview, WA 98632**  
**or Fax to: 360-442-2819**

Your time and assistance regarding this matter are greatly appreciated. If you have any questions regarding the requested information, please contact our main office at 360-442-2800 or [headstart.info@lowercolumbia.edu](mailto:headstart.info@lowercolumbia.edu). We look forward to your reply.

Sincerely,

Bryana Kowalski  
Mental Health Specialist  
360-560-5227

Suzanne Snow  
Mental Health Specialist  
360-442-2810

Fax Date & Staff Member Initials: \_\_\_\_\_