

# Classroom-Wide Practices to Support ALL Children: Action Plan



Practice	Assessment Question	Actions To Be Taken
Establishing Routines within Routines	The classroom has well established routines within each major component of the day (children clearly understand the sequence/steps within each activity).	What do we already have in place?
		What can we add, refine, tweak or do differently?
	The classroom has visual representation of these routines within the major components of our schedule.	What do we already have in place?
		What can we add, refine, tweak or do differently?
	Classroom staff review routines prior to completing the routine.	What do we already have in place?
		What can we add, refine, tweak or do differently?
	Children are provided with warnings prior to transitions (e.g., “Five more minutes until clean up”).	What do we already have in place?
		What can we add, refine, tweak or do differently?
	Multiple signals are used to indicate the beginning of a transition (e.g., more than 1 verbal cue, ring bell).	What do we already have in place?
		What can we add, refine, tweak or do differently?
	Transitions are used to pre-correct behavior (reminding children of expectations for a new setting).	What do we already have in place?
		What can we add, refine, tweak or do differently?

Based on the works of Dunlap, G., Willson, K., Strain, P.S. & Lee, J.K., (2022). [Prevent Teach Reinforce for Young Children, Second Edition](#). Paul H Brookes Publishing Co., Baltimore, MD. and Hemmeter, M.L., Ostrosky, M.M. & Fox, L., (2021). [Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers](#). Paul H Brookes Publishing Co., Baltimore, MD.