

What is a Guided Action Plan?

Guided action plans are customizable templates that give coaches and practitioners ideas as they collaboratively write goals for Pyramid Model implementation. This resource guides coaches and practitioners in developing an action plan. It includes the desired child outcomes, plans for implementation, and the steps needed to implement the Pyramid Model practice. These templates are only guides, and we encourage users to individualize the plan to meet the diverse needs of practitioners, children, and their families.

What is a sample action plan?

Some guided action plans include an example of what the action plan might look like when completed. Sample action plans give coaches and practitioners possible goal statements and ideas for how to customize the guided action plan with the practitioner.

How are guided action plans used?

Once a practitioner and coach have identified the Pyramid Model practice to focus on, the guided action plan can serve as a tool to develop and customize the plan together. The practitioner and the coach will fill in the “blanks” of the action plan based on the needs of the class or an individual child. Together, the practitioner and coach identify action steps and resources needed to implement the goal in the classroom. Guided action plans should be adapted to fit the individual needs of the practitioner. We encourage deleting or modifying things that are not feasible or applicable to the practitioner, children, or the learning environment.

Parts Of A Guided Action Plan

Goal: A statement that includes the specific Pyramid Model practice the practitioner is interested in implementing. The statement will include information about when and how the practice will be implemented.

Expected Child Outcomes: The actions or behaviors of children expected as a result of the practitioner consistently implementing the targeted Pyramid model practice.

Planning: The coach and the practitioner plan to use the practices in the learning environment, identify resources or materials needed, and plan for individualization for children who need more support.

Implementation: The steps that the practitioner and coach develop collaboratively to identify how the practitioner will implement the practices in the learning environment. It includes frequency or duration of implementation, during which activities, and individualization for specific children.

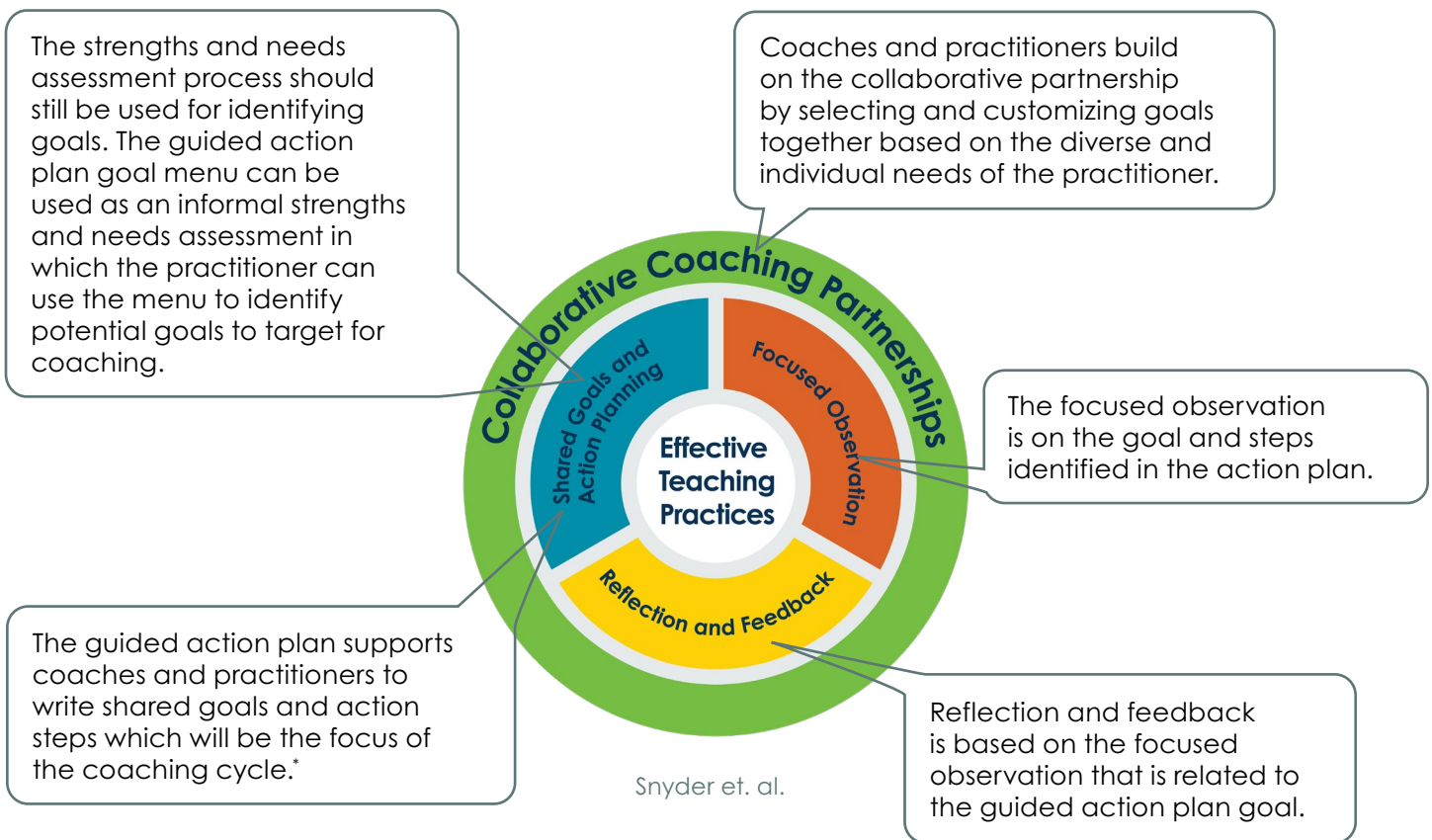
Progress Toward My Goal (moving to maintenance): Each time a coach and practitioner meet, they discuss progress towards meeting their goal. The word ‘maintenance’ is used instead of ‘completed’ intentionally.

Once Pyramid Model practices are in place and action steps are used consistently, the practitioner will continue to use the practice, but a new goal will be written. It is recommended that coaches regularly check in on the progress of past goals to encourage continued use of practices in goals that have been completed and moved to maintenance.

Materials/Resources: The coach and practitioner identify the materials or resources needed to implement their goal.

Timeline: The coach and practitioner assign dates to steps to keep the practitioner on track with implementing their goal. Timelines can be adjusted and are flexible. Timeline dates can indicate when a step will begin or when the step will be completed; it is up to the coach and practitioner to decide what works best for them.

So, How Does This Resource Situate Within The Practice-Based Coaching (PBC) Model?



*A PBC coaching cycle refers to each time a coach and practitioner conduct a focused observation based on the action plan and engage in reflection and feedback based on the focused observation. A coach and practitioner might continue to work on the same action plan for 2-3 cycles. A new action plan is not written each time a coach and a practitioner meet.

Frequently Asked Questions

Most guided action plans only provide space to identify one activity, routine, or transition. Can I focus on more than one time of day?

Yes! The guided action plans are designed to start with one or two activities, routines, or transitions to keep it simple and focused. If you are ready to target more activities, go for it! If you are having trouble implementing your goal while focusing on multiple activities, routines, or transitions, consider targeting one activity first, then expanding or generalizing the practice to other times of day.

The space provided for planning individualization is not big enough. What should I do?

Not to worry! There is an individualization planning form that provides space for you to plan support for multiple children.

How do I know when to move the goal to maintenance?

The coach and practitioner determine when it is time to move a goal to maintenance. Here are some things to consider before moving to a new goal: materials/visuals have been created, the practitioner feels confident implementing the Pyramid Model practice, the practitioner is implementing the practice consistently, the practitioner is individualizing for children who need more support (when applicable), and coach and practitioner have consistently observed the relevant child outcomes.

How do I ensure practitioners maintain their goals over time?

A coach and practitioner can periodically check in on goals that have been moved to maintenance. After moving to a new goal, the coach can provide supportive feedback to practitioners about maintaining practices from previous goals. The coach might observe that the practitioner needs more support to use practices from past goals, or a practitioner may request more support. If this occurs, the coach and practitioner can reflect on what supports are needed to help maintain the use of the skill. The coach can provide supportive and constructive feedback around past goals, and if necessary, a past goal may be brought out of maintenance to be the new focus if that amount of support is needed.

I noticed that many of the guided action plans include creating a tracking system for positive descriptive feedback. Should I create a new positive descriptive feedback tracking system for all my goals?

No, positive descriptive feedback is embedded in most of the guided action plans, but creating a new tracking system for each goal is not necessary. Do what is most feasible for you to track your implementation of positive descriptive feedback easily.

I noticed that there are no guided action plans related to working with families or collaborative teaming with adults in the classroom. How should I incorporate those practices?

Building relationships with families and members of your classroom team are important parts of ensuring the classroom runs effectively, efficiently, and that children are getting what they need to be successful. However, many of the strategies that a practitioner might use are not observable by a coach (e.g., sending a getting-to-know-you survey home, having the other adults in the room complete a roles and responsibility matrix, and following through with the plan, etc.). It is recommended that you customize the planning and implementation of the action steps to include collaboration with families and your team members. For example, you might be working on teaching classroom rules, and one of your steps might be to send home a copy of the rules to families and ask families to share information about their rules at home. Or maybe you are working on having extended conversations with children, and you want to add a step to determine what the other adult in the room will be doing while you are interacting with the children. Make these plans your own!

I don't see a guided action plan focusing on a practice that the practitioner and I want to work on. What should I do?

Not to worry! We have included a blank action plan that can be used to create your own. Start by identifying a practice you and the practitioner would like to target and create a goal and action steps for achieving your goal.

Menu of Goals

| GAP Number | Pyramid Model Practice | Goal | TPOT item(s) adressed |
|------------|------------------------------------|---|----------------------------|
| 0.1 | Individualized support | I will provide individualized support to (child) ___ to (skill) ___ during ___ and provide positive descriptive feedback on a consistent basis. | 3, 13, 14 RF 25, 29, 31 |
| 1.1 | Daily schedule review | I will review the posted visual schedule at these times of day: __, __, __. | 1 |
| 1.2 | Routines | I will teach and reinforce a predictable routine for ____. | 1 RF 15 |
| 2.1 | Teaching transitions | I will support classroom transitions from ___ to ___ by giving transition warnings, being actively involved, giving children things to do while they wait, and providing individualized support to ___ during the transition on a consistent basis. | 2 RF 16, 26 |
| 3.1 | Positive communication | I will use a calm, warm tone, and provide positive descriptive feedback on children's skills, behaviors, and activities to communicate positively to at least ___ children during __, __, __. | 3, 14 RF 17, 26 |
| 3.2 | Joining in play | I will join children in play with at least ___ children and follow their lead during ____. | 3 RF 17, 24, 27, 28 |
| 3.3 | Extended conversations | I will have extended conversations with at least ___ children about their interests and ideas during ____. | 3 RF 17, 24 |
| 3.4 | Expanding interactions with peers | I will expand interactions between peers about their interests and ideas during ___ and provide positive descriptive feedback to children that are engaging with peers. | 3, 9 RF 17, 24 |
| 4.1 | Providing choices | I will support children's engagement in teacher directed activities the by providing at least 2 opportunities to make a choice during ____. | 4 RF 18 |
| 4.2 | Engagement during group activities | I will actively engage children during ___ by providing children at least ___ ways to respond or participate. | 4 RF 18, 19 |

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|------------|---|--|-------------------------------|
| 4.3 | Facilitating engagement in play | I will support children’s engagement during ____ by noticing when children become unengaged and supporting those children to become engaged by ____. | 4 RF 24, 27, 28 |
| 5.1 | Providing directions | During ____ I will deliver directions that are simple, short, and specific, and give positive descriptive feedback to children following directions. | 5 RF 25, 26 |
| 7.1 | Behavior expectations | I will teach and reinforce behavior expectations by reviewing them during ____ and providing positive descriptive feedback to at least ____ children throughout the day. | 7, 13 RF 20, 21 |
| 7.2 | Rules in teacher-directed activities | I will teach and reinforce rules for appropriate behaviors for ____ by ____ and providing positive descriptive feedback to at least ____ children during that activity. | 7 RF 20, 21 |
| SE.1 | Teaching Social-Emotional Skills Classroom-Wide | I will teach children to use (a social-emotional skill/strategy) ____ during ____ ____ times a week and provide ____ opportunities to practice during ____. | 8, 9, 10, 11 RF 22, 23, 24 |