



# Unpacking Guided Action Plans

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National Center for  
**Pyramid Model  
INNOVATIONS**

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# Host



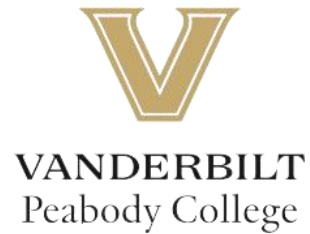
Ashley MacNish  
Vanderbilt University



# Welcome



Sarah Basler  
Vanderbilt University



Kelli Flower  
Coach MNPS



# Agenda

Brief Overview of Project and Action Planning Process

Guided Action Plans

Introduction to the Resource

Considerations



# Scaling Up Pyramid Model Implementation in Pre-K and Kindergarten Classrooms

- Funded by US Department of Education, **E**ducation **I**nnovation and **R**esearch (EIR)
- Metro Nashville Public Schools is the grantee
- Partnership with:
  - Metro Nashville Public Schools
  - Vanderbilt University
  - SRI International
  - University of South Florida
  - University of Denver
  - Maury County Public Schools



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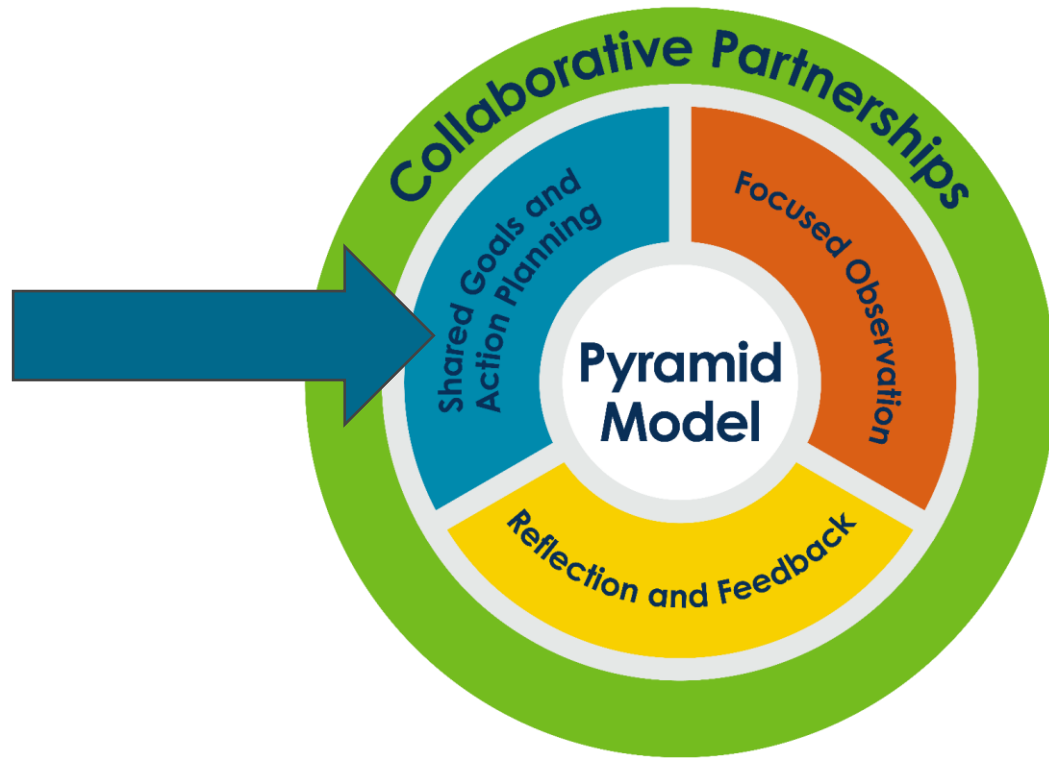
UNIVERSITY of  
**DENVER**

# Practice-Based Coaching



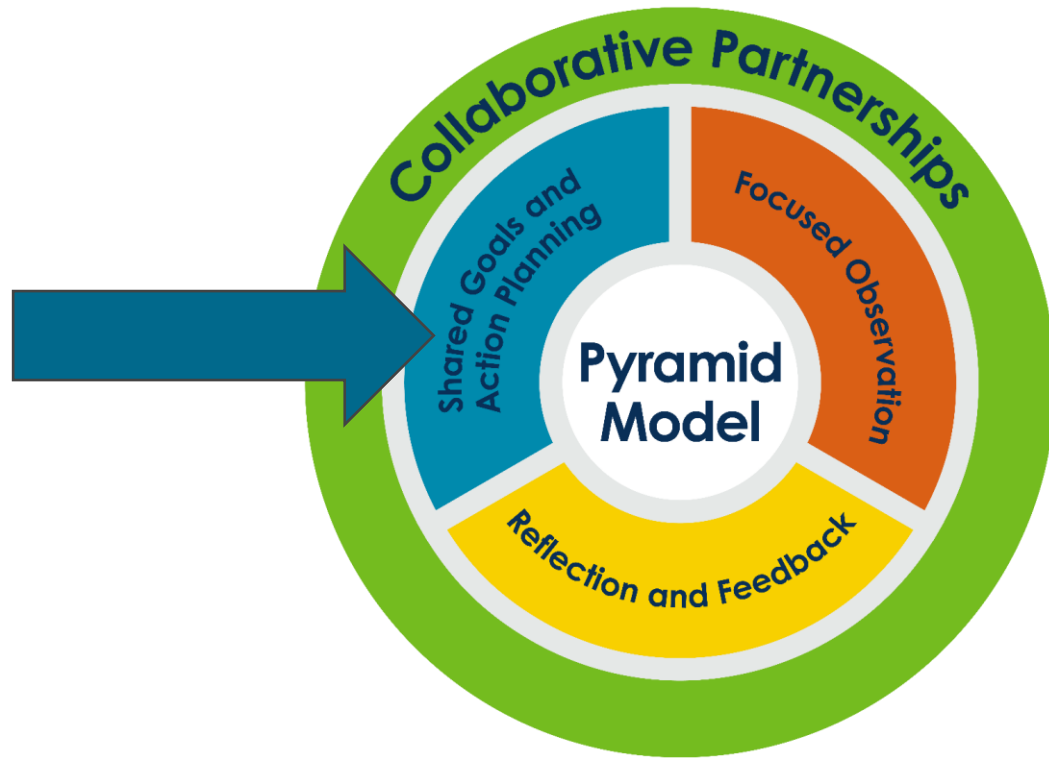
Snyder et al., 2022

# Strengths and Needs Assessment Process



- Determining strengths and needs
- Based on data
  - TPOT/TPITOS
  - Coachee self-assessment
- Are the classroom essentials in place?


# Shared Goals and Action Planning



- Setting shared goals
  - Developing an Action Plan
- \* A PBC cycle includes each component but does NOT require you to write a new action plan each time you meet with the practitioner.




# Key Components of Action Plans


**NCPMI Action Planning Form**

Practitioner: \_\_\_\_\_ Coach: \_\_\_\_\_ Date: \_\_\_\_\_

Goal: \_\_\_\_\_

My goal is met when: \_\_\_\_\_





Action Steps	Materials/Resources Needed	Completion Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Goal Check-in

- ▶ I have completed my goal.
- ▶ I am making progress and still working on my goal.
- ▶ I need to make changes to my goal or action plan.

Notes





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Pub: 10/31/23

# Why We Developed a New Tool

## *Old Tool*

Focus on “what” is  
needed to  
implement

Teachers left to  
plan between  
cycles

Coaches wanted  
more support for  
writing action plans


## *New Tool*

Focus on “how” to  
implement

Planning is done in  
debrief with coach

GAP provided more  
support for the  
process

# Key Components of a Guided Action Plan (GAP)

 **NCPMI Action Plan Form** Blank Template



Teacher: \_\_\_\_\_ Coach: \_\_\_\_\_ Goal number: \_\_\_\_\_ Date written: \_\_\_\_\_ Date moved to maintenance: \_\_\_\_\_

Goal		
Goal	Expected child outcomes	

Planning		
Action Steps	Materials/Resources	Timeline

Implementation		
Action Steps	Materials/Resources	Timeline

Progress Towards My Goal		
<b>I know I've met this goal and it's ready to move to maintenance when... (Check all that apply)</b>		
<input type="checkbox"/> Created all materials/visuals <input type="checkbox"/> Taught skill (when applicable)		

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# What are the benefits of using guided action plans?



# Benefits of GAP



Saving time



Using a menu



Support for Coaches



Focusing on deepening  
implementation

**What has the teacher response been to using guided action plans to create their goals?**



# NCPMI Guided Action Plans

- GAP-At-A-Glance
  - Info on how to use
  - FAQ about GAP
  - Tips for using
  - Menu
- Guided Action Plans
  - 15 customizable forms
  - 5 samples
  - Blank GAP
  - Individualization planning form

**NEW  
RESOURCE!!**



# GAP-At-A-Glance



**Guided Action Plans  
At-A-Glance**

**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.

**Are guided action plans used?**

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

**What is a Guided Action Plan?**

A guided action plan is 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.

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

**Implementation:** The coach and the practitioner plan to use the practices in the learning environment, identify resources or 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, which activities, and individualization for specific children.

**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.

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- Look at the FAQs and the Menu
  - What are your initial thoughts?
  - What questions do you have?
- Share your thoughts and questions in the chat





How can coaches ensure teacher voice is included when using guided action plans?



**What do coaches need to consider to use this tool effectively?**



# Possible Limitations



Could minimize teacher input if used incorrectly

When using blank or customizable guided action plans, remember to **individualize** based on:

- Wants or needs communicated by the coachee
- Supports to meet the needs of individual children



Visually a lot of text  
on a page



Can be a lot of steps  
for one action plan

## NCPMI 2.1 Teaching Transitions

Teacher: \_\_\_\_\_ Coach: \_\_\_\_\_ Goal number: \_\_\_\_\_ Date written: \_\_\_\_\_ Date moved to maintenance: \_\_\_\_\_

### Goal

Goal	Expected child outcomes
I will support a classroom transition _____ to _____ by giving a transition warning, giving children things to do while they wait, and providing individualized support to _____ during the transition on a consistent basis.	

### Planning

Action Steps	Materials/Resources	Timeline
1. Determine steps of the transition. _____		
2. Determine how I will warn children of the upcoming transition (1-5 mins prior) _____ and what the signal (e.g., song, attention grabber/cheer, a sound, verbal direction) to begin the transition will be		
3. Determine what each teacher will be doing during the transition to be actively involved (e.g., singing a song, asking questions, having conversations, reading a story, playing a game, supporting a child to transition). Teacher 1: _____ Teacher 2: _____		
4. Determine what children will do while waiting for the next activity. _____		
5. Create a system for tracking: <ul style="list-style-type: none"><li>How many positive descriptive statements related to transitions are used (e.g., golf counter, moving paperclips from one pocket to another, rubber bands on wrists) _____.</li><li>OR</li><li>Which children receive positive descriptive feedback during transitions (e.g., class roster, popsicle sticks with each child's name) _____</li></ul>		
6. Identify children who might need more support _____		



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**What are helpful tips you would share with a coach when using this new tool?**



# What questions or thoughts do you have?



# We Want Your Feedback on the GAP!

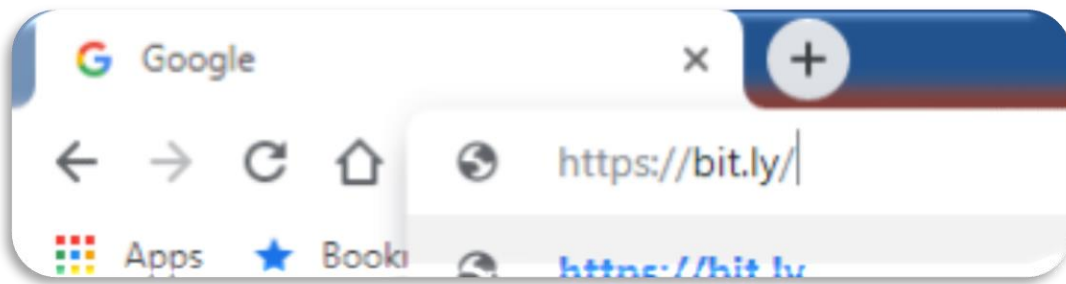


Got feedback or questions? Reach out to Sarah Basler  
[sarah.j.basler@vanderbilt.edu](mailto:sarah.j.basler@vanderbilt.edu)

# Survey and Certificate

## Recording Viewers

- Type URL or scan the QR code during the presentation into a web browser window
- *URL is case sensitive*





# Visit us online at ChallengingBehavior.org



The screenshot shows the homepage of the National Center for Pyramid Model Innovations (NCPMI). At the top, the NCPMI logo is on the left, and social media icons for Facebook, Twitter, and YouTube are on the right, along with a 'Resource Library' button. Below this is a navigation bar with links: 'About -', 'Pyramid Model -', 'Implementation -', 'Training & Technical Assistance -', and 'Pyramid Nation -'. The main banner features a large graphic of four colored arrows (orange, green, dark blue, and light blue) pointing right, each containing a logo: a sun for CSEFEL, a pyramid for the Pyramid Model, and a truck for TACSEI. To the right of these arrows is the NCPMI logo and the text 'National Center for Pyramid Model INNOVATIONS'. Below the banner is a quote: 'When great efforts come together, amazing things happen.' with an 'About Us' button. The page is divided into two columns. The left column is titled 'The National Center for Pyramid Model Innovations' and contains a paragraph about the center's goals, followed by an 'About Us' button. The right column is titled 'New to the Pyramid Model?' and features a photo of a young girl, followed by the text 'Get the basics on the Pyramid Model.' and a 'Start Here' button.

**NCPMI**

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### The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social-Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.

[About Us](#)

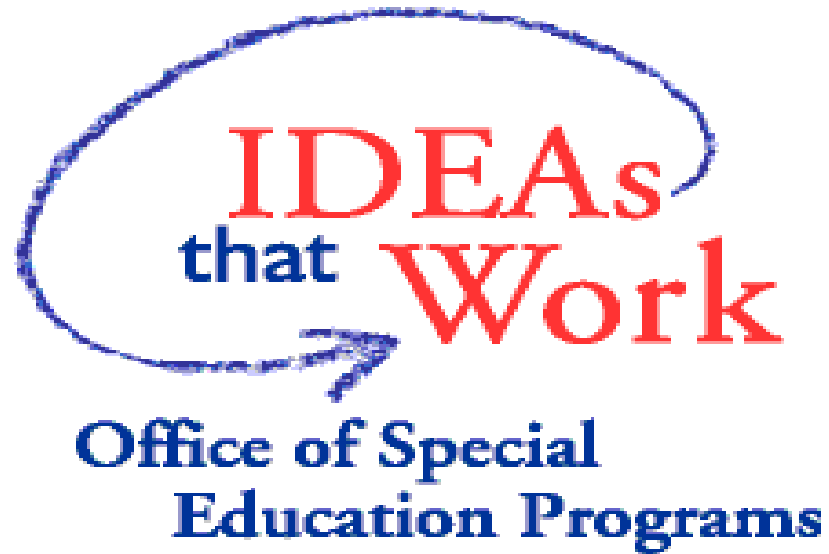
### New to the Pyramid Model?



Get the basics on the Pyramid Model.

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# Thank You



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