



Unpacking Guided Action Plans

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National Center for
Pyramid Model
INNOVATIONS

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Host

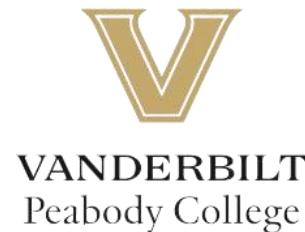


Ashley MacNish
Vanderbilt University

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, Education Innovation and Research (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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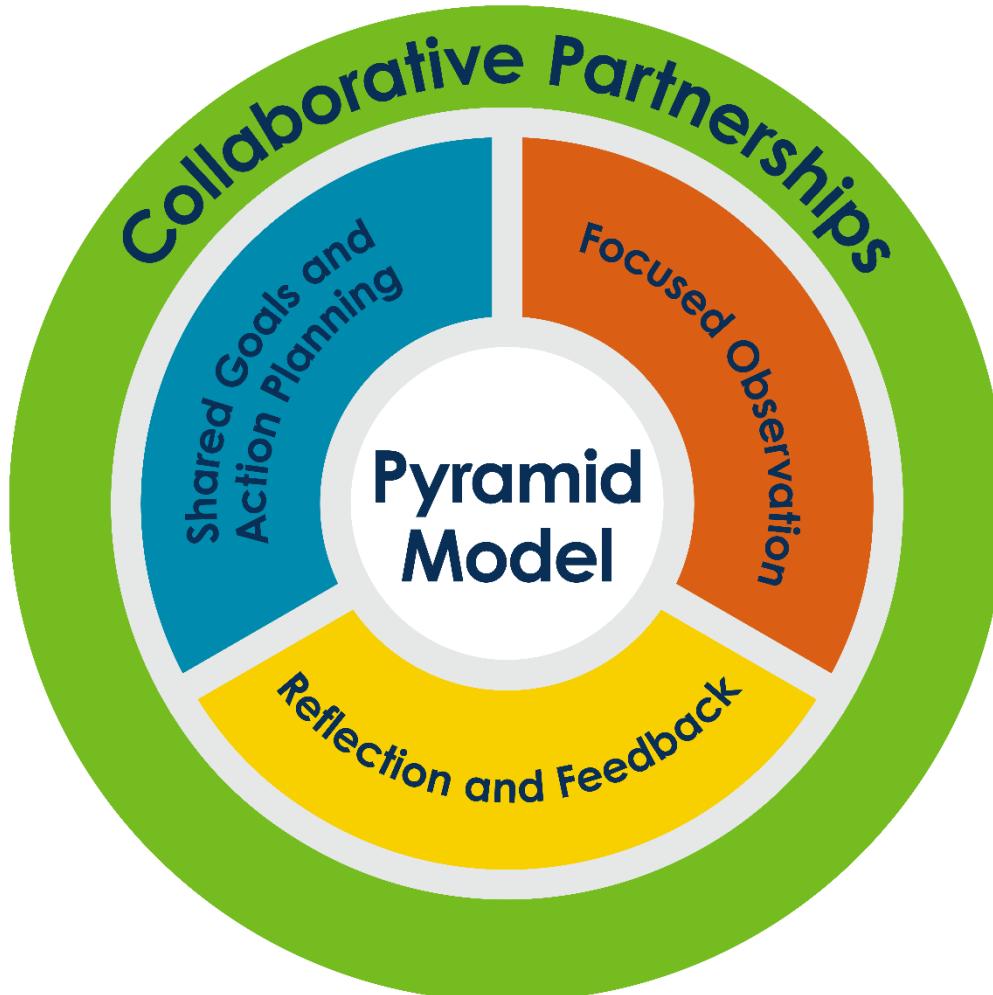
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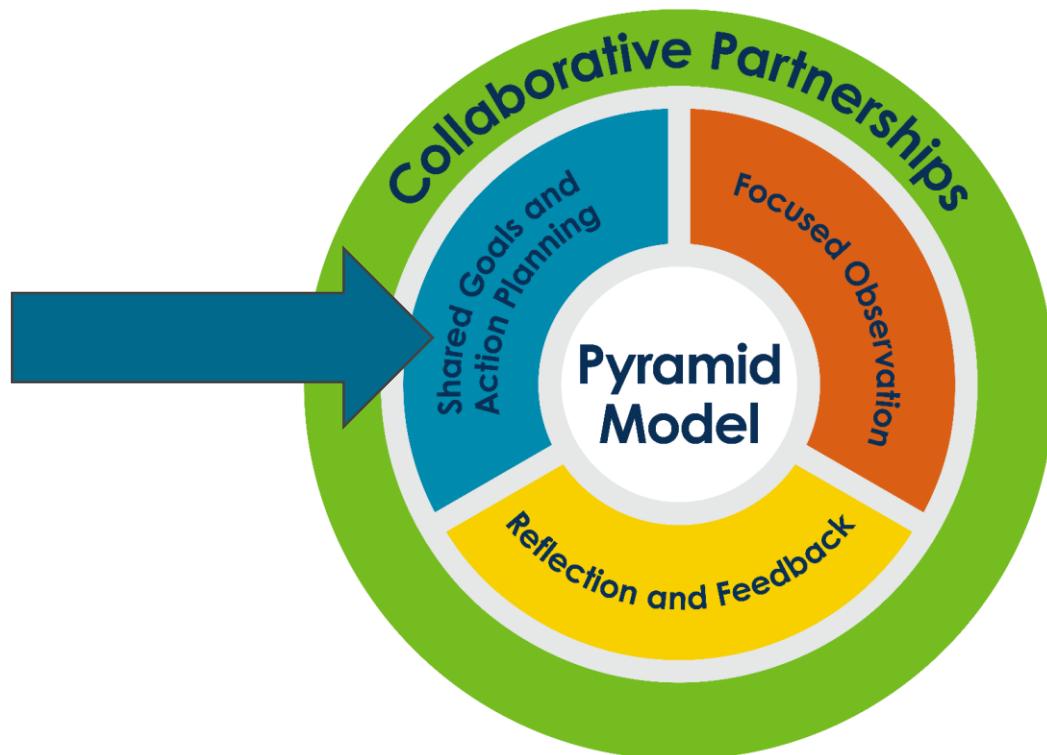
Grant number: R305A150141

Practice-Based Coaching



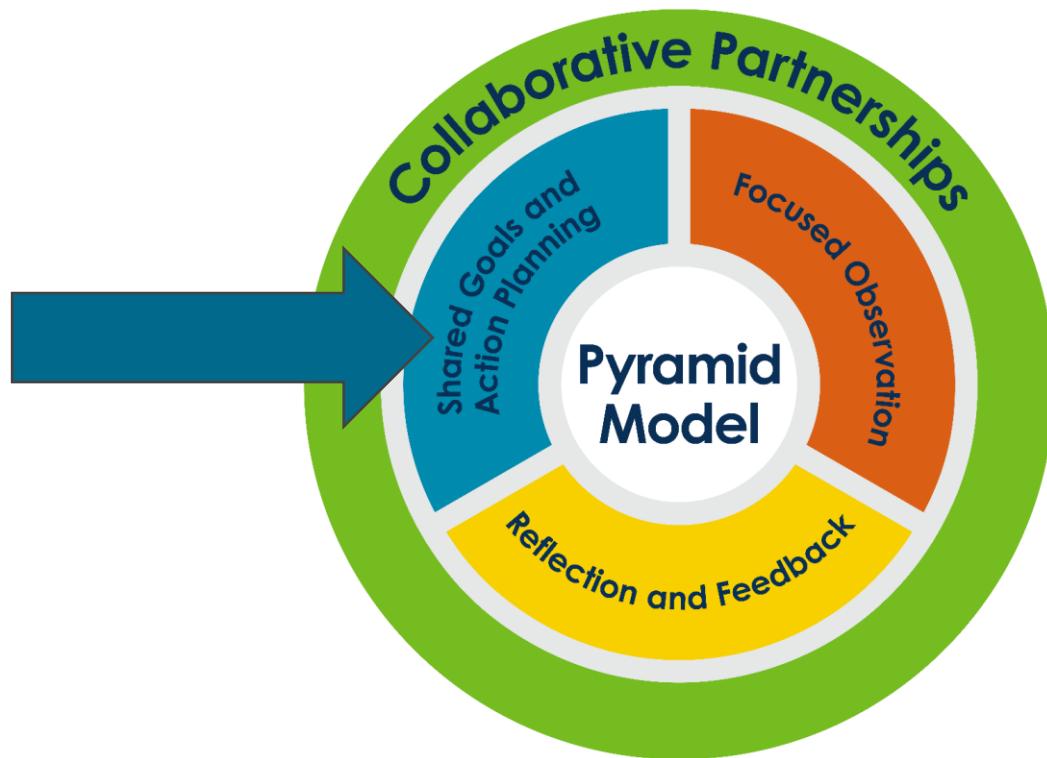
Snyder et al., 2022

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	Notes
► 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.	

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Why We Developed a New Tool

Old Tool

Focus on “what” is needed to implement

New Tool

Focus on “how” to implement

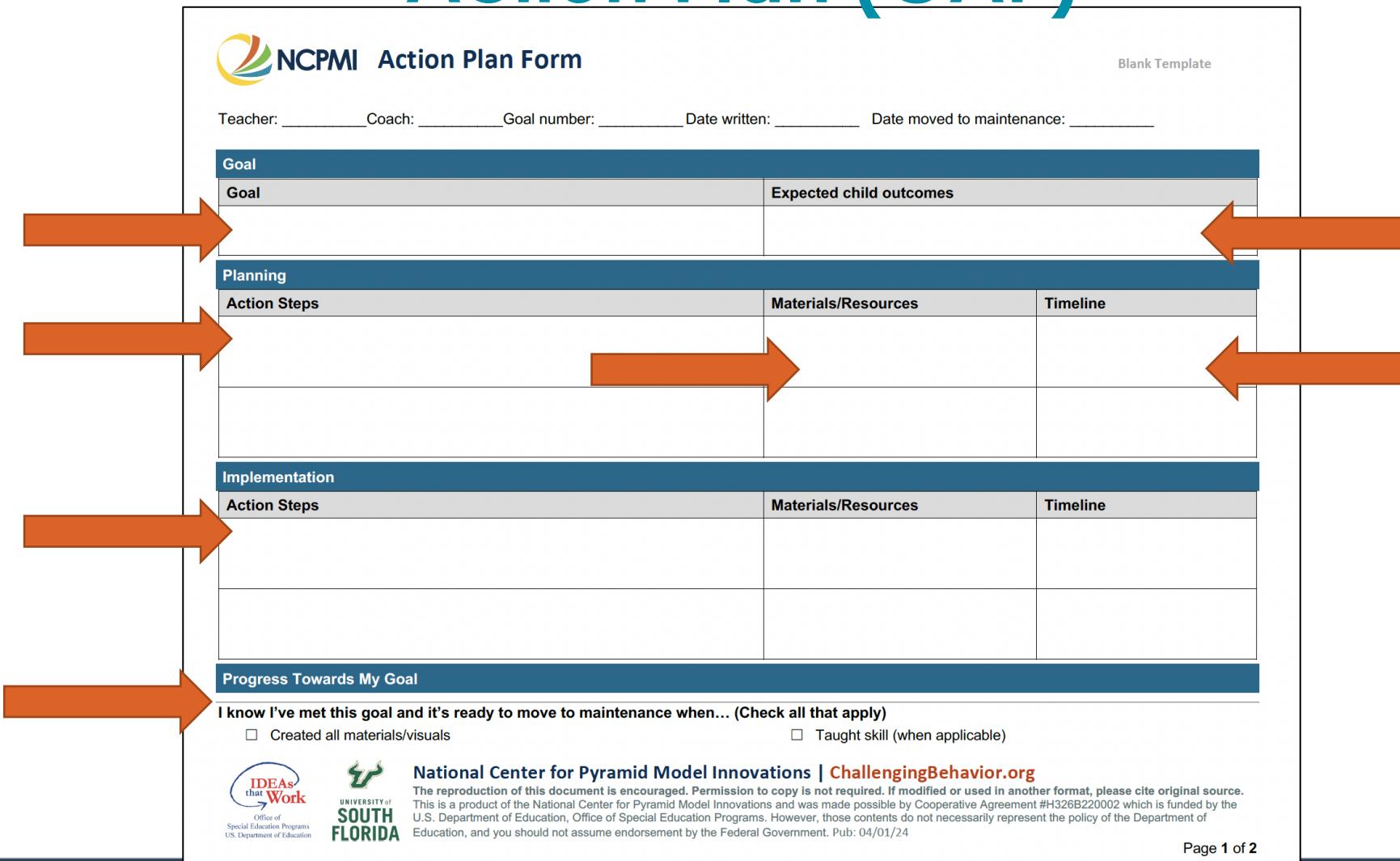
Teachers left to plan between cycles

Planning is done in debrief with coach

Coaches wanted more support for writing action plans

GAP provided more support for the process

Key Components of a Guided Action Plan (GAP)



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



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.

How are guided action plans used?

Practitioner and coach have identified the Pyramid Model practice to focus on, the guided action plan can be used as a tool 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 resources 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 relevant to the practitioner, children, or the learning environment.

Definition of 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 plan 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 and coach implementing the targeted Pyramid model practice.

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

Maintenance: The steps that the practitioner and coach develop collaboratively to identify how the practitioner and coach will continue to implement the practices in the learning environment. It includes frequency or duration of implementation, high 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		Expected child outcomes
Goal 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: • 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) _____. OR • Which children receive positive descriptive feedback during transitions (e.g., class roster, popsicle sticks with each child's name) _____		
6. Identify children who might need more support _____		

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

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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!

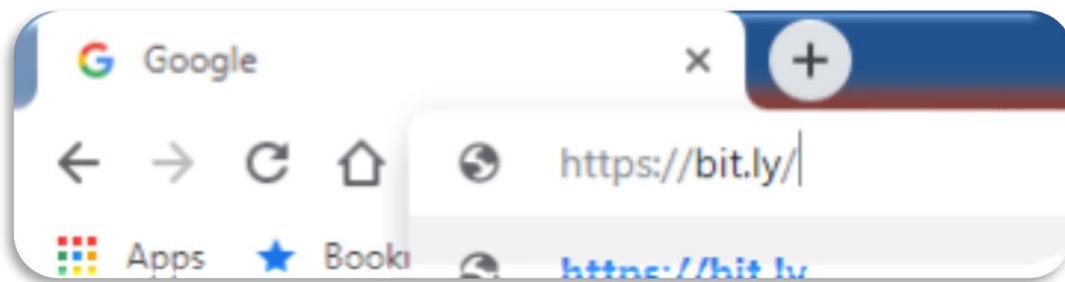


Got feedback or questions? Reach out to Sarah Basler
sarah.j.basler@vanderbilt.edu

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 ChallengingBehavior.org. At the top, there is a large, stylized graphic of a pyramid divided into four horizontal sections: orange, green, blue, and yellow. Each section contains a logo and text: the orange section has the NCPMI logo, the green section has the CSEFEL logo (featuring a sun icon), the blue section has the Pyramid Model logo (featuring a pyramid icon), and the yellow section has the TACSEI logo (featuring a school bus icon). To the right of the pyramid graphic, the text "National Center for Pyramid Model INNOVATIONS" is displayed, along with a large yellow and blue circular logo. At the bottom of the graphic, the tagline "When great efforts come together, amazing things happen." is visible. The top navigation bar includes links for "About", "Pyramid Model", "Implementation", "Training & Technical Assistance", and "Pyramid Nation". The top right corner features social media icons for Facebook, Twitter, and Email, and a "Resource Library" button. The bottom left features a "The National Center for Pyramid Model Innovations" section with a detailed description of the center's goals and a "About Us" button. The bottom right features a "New to the Pyramid Model?" section with a photo of a young child and a "Start Here" button.

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.

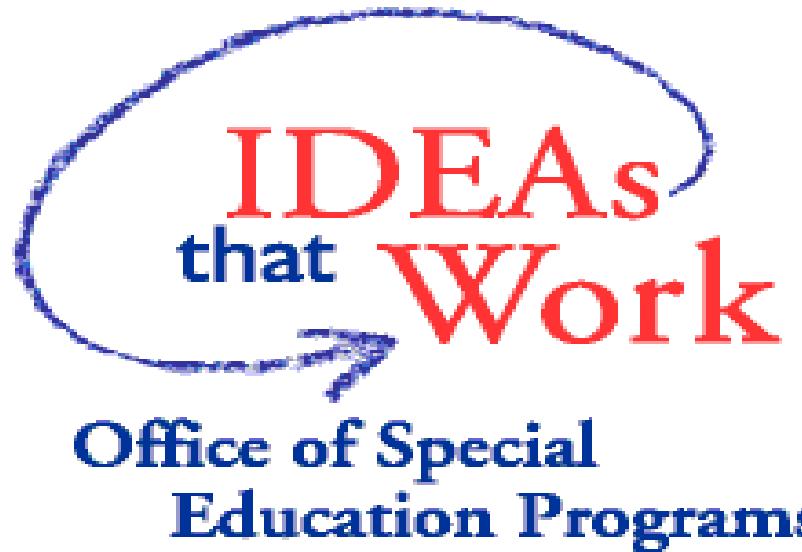
[About Us](#)

New to the Pyramid Model?

Get the basics on the Pyramid Model.

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Thank You



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