

Action Planning Worksheet

Step 1: Planning

- Identify the highest-priority behavioral, emotional, and/or mental health need in your context. Consider the challenges your students and educators are facing and how those are manifesting in school.
- List this need at the top of table 1.
- Complete table 1 by first identifying the strengths of your school, district, community, and partners. What types of interventions are already in place? What types of resources and staff are available? Next, identify challenges you may face in addressing this need, as well as the stakeholders you will need to partner with to address the need.

Step 2: Implementation

- Within the identified high-priority need, consider the actions/strategies you and your organization and partners can take to address this need. Use table 2 to brainstorm potential actions and strategies. Consider your strengths and challenges in undertaking each action/strategy, including the cost, feasibility, potential impact, current partnerships, and opportunities for success.
- Select one action step and list it at the top of table 3. Complete table 3 to create an individualized action plan to guide your implementation of the specific action.

Table 1: Identify high-priority need

Need: _____

Planning <i>How ready am I to address this need?</i>	
Strengths: What and whom does our organization already have in place to address this need? What strengths does our community bring to address this need?	
Challenges: What are potential challenges to addressing this need? What structural and historical factors might be barriers to overcome when addressing this need?	
Key players to involve: With whom will I collaborate to address this need? Are certain voices missing from the planning process?	

Table 2: Action or strategy brainstorming

Implementation <i>What are potential actions or strategies that can be taken to address this high-priority need?</i>	
<p>Potential Actions/Strategies: Use this space to outline actions or strategies that may be able to address this need.</p>	<p>Considerations: What are the costs associated with this action/strategy? How feasible is the action/strategy in your context? What’s the potential impact this action/strategy may have on your students’ high-priority needs? Are there any current partnerships you can leverage? Where are opportunities for success?</p>

Table 3: Identify an action or strategy that can help address the identified high-priority need

Action/strategy: _____

Implementation	
<i>What are the steps I need to take to complete this action/strategy?</i>	
Immediate (within the next month)	
Medium-term (by the end of the school year)	
Long-term (in the next three years)	

Table 1 example: Identify high-priority need

Need: *Training and coaching for educators in implementing Tier 2 interventions to target students who have been exposed to trauma, given the high number of our students experiencing adverse childhood experiences, particularly those experiences related to trauma experienced by recent immigrants and refugees, and have subsequent behavior challenges (e.g., attendance issues and disciplinary referrals).*

Planning <i>How ready am I to address this need?</i>	
Strengths: What and whom does our organization already have in place to address this need? What strengths does our community bring to address this need?	<i>My district uses the multi-tiered systems of support (MTSS) framework to promote targeted supports for students. We have training and coaching on Tier 1 supports to provide universal interventions for all students. My district has many skilled employees who are trained in this field, and we also partner with great community organizations. We work on building relationships with families, and our parent liaisons can help us understand this need better in our communities and some of the resources that families seek outside of school (e.g., faith-based supports, community-based services).</i>
Challenges: What are potential challenges to addressing this need? What structural and historical factors might be barriers to overcome when addressing this need?	<i>Training is typically districtwide, concentrated at the beginning of the school year, not ongoing or embedded at the school level, and focused on Tier 1 supports. Identifying and protecting time and sustaining staff buy-in for training and support throughout the school year more targeted at students who have experienced trauma has been a challenge. Staff also experience secondary traumatic stress from their engagement with students and families, and resources to support their healing are limited. Our school has no resources to assist families with basic needs (e.g., food, clothing, laundry services), and our families are often reluctant to seek our help due to cultural, communication, or trust issues.</i>
Key players to involve: With whom will I collaborate to address this need? Are there certain voices missing from the planning process?	<i>District liaisons, school administrators, counselors, translators, the school nurse, community partners (e.g., housing, food pantries, legal aid, refugee resettlement, mental health services, social services), English learning educators, office staff, cafeteria staff, parent liaisons, and PTA members.</i>

Table 2 example: Action or strategy brainstorming

Implementation <i>What are potential actions or strategies that can be taken to address this high-priority need?</i>	
<p>Potential Actions/Strategies: Use this space to outline actions or strategies that may be able to address this need.</p>	<p>Considerations: What are the costs associated with this action/strategy? How feasible is the action/strategy in your context? What’s the potential impact this action/strategy may have on your students’ high-priority needs? Are there any current partnerships you can leverage? Where are opportunities for success?</p>
<ul style="list-style-type: none"> • Provide and participate in routine and ongoing professional development for all school staff for implementing Tier 2 trauma-informed practices and policies. • Provide tools and coaching supports for continued learning, practice, and improvement outside of formal training. 	<ul style="list-style-type: none"> • This action/strategy is feasible as the district already provides routine professional development for all school staff. The district would not need to support additional release time for staff as the training can be embedded in current requirements. • The primary cost would come from creating a new suite of resources to support follow-up coaching and supports outside of the formal training. • The district already partners with relevant organizations and can build upon these partnerships to deepen understanding of services available. • By providing support to all school staff, this action/strategy can provide a foundation for creating school-wide trauma-sensitive practices to not provide universal supports but also more targeted, Tier 2 supports directly to students who experience higher levels of trauma. Research demonstrates the efficacy of having a school-wide approach in addressing educator and student trauma.
<ul style="list-style-type: none"> • Provide ongoing, one-on-one coaching to all school staff on Tier 2 trauma-informed practices. 	<ul style="list-style-type: none"> • This action/strategy is not feasible as our district does not have sufficient full time coaches to support all school staff individually, and the cost of hiring and training a sufficient number of coaches is too high.

Table 3 example: Identify an action or strategy that can help address the identified high-priority need

Action: Provide and participate in routine and ongoing professional development for all school staff (including administrators, school counselors, teachers, resource specialists, nurses, bus drivers, cafeteria staff, janitorial staff, aides, and other support staff) for implementing Tier 2 trauma-informed practices and policies; provide tools and coaching supports for continued learning, practice, and improvement outside of formal training.

Implementation	
<i>What are the steps I need to take to complete this action/strategy?</i>	
Immediate (within the next month)	<i>Meet with district liaison and school administrators to discuss how to embed ongoing training around Tier 2 supports into the school calendar/schedule. Discuss opportunities to provide support for educators impacted by secondary traumatic stress. Meet with partners from community-based organizations to understand how to increase access and use of their services by our students/families.</i>
Medium-term (by the end of the school year)	<i>Engage school staff in providing input on the types and mechanisms for training and coaching around Tier 2 supports that would be most useful. Create a series of training and coaching supports (workshops, mini-sessions, consultations, etc.) at regular intervals throughout the school year, allowing for flexibility to meet the specific needs of students and educators. Create and distribute a community resource guide for our students/families listing organizations that provide support for basic needs, health, wellness, and legal services.</i>
Long-term (in the next three years)	<i>Implement the training and coaching around Tier 2 supports and review data on the implementation and outcomes of trauma-informed practices to identify ways to improve the training and support for teachers. Develop mechanisms to collect data about service needs, access, and use and outcomes to better assess needs and monitor progress.</i>