

EZDUZIT KIDS DOT NET
ACTION PLANNING GUIDE FOR EDUCATORS

Name of Student _____

1. Identify the behaviors that concern you. Behaviors of concern are specific, identifiable, documentable behaviors that interfere with social, academic, personal, and/or physical growth.

2. Describe the desired outcomes. Generally, desired outcomes are more-or-less the opposite of the behaviors of concern. Each behavior of concern has a desired outcome.

3. Identify the student's strengths. List those traits, interests, activities, skills, resources and supports the student presents, including personal and environmental resiliency factors.

4. Describe what the student needs in order to change. List learning opportunities, supports, skills, and resources the student lacks.

5. Brainstorm strategies that build on strengths and fill needs. After you complete your list, review your ideas. Now select one or two strategies that build on several strengths and meet a combination of needs.

6. List resources for the strategies.

7. Describe your next steps.

EZDUZIT KIDS DOT NET
ACTION PLANNING GUIDE FOR EDUCATORS

SAMPLE: Use this completed action plan for Ira as a guide.

1. Identify the behaviors that concern you. Behaviors of concern are specific, identifiable, documentable behaviors that interfere with social, academic, personal, and/or physical growth.
 - unacceptable homework
 - easily frustrated, gives up
 - blames others, takes frustration out on smaller kids, tends to bully
 - rationalizes behavior away
 - moody, angry, ready to blow
 - fails to bring materials to class
2. Describe the desired outcomes. Generally, desired outcomes are more-or-less the opposite of the behaviors of concern. Each behavior of concern has a desired outcome.
 - timely, acceptable homework
 - work thru difficulties, problems
 - take responsibility for his own decisions & behavior
 - be accountable, endure consequences
 - bring materials to class
 - manage anger & use to advantage
3. Identify the student's strengths. List those traits, interests, activities, skills, resources and supports the student presents, including personal and environmental resiliency factors.
 - past academic success
 - interest & talent in music
 - solid relationship with the music teacher
 - insightful
 - altruistic, takes care of little brother
 - loyal to peers
 - indicates leadership potential
4. Describe what the student needs in order to change. List learning opportunities, supports, skills, and resources the student lacks.
 - learn to identify & channel anger
 - healthy adult connection
 - decision making, problem solving skills
 - care & support for lovable
 - opportunity to develop leadership potential
 - organizational skills
 - opportunity to help others on consistent basis
 - in-school time for homework
5. Brainstorm strategies that build on strengths and fill needs. After you complete your list, review your ideas. Now select one or two strategies that build on several strengths and meet a combination of needs.
 - mentor
 - life skills group
 - homework club
 - read to younger children / work with physically challenged kids
6. List resources for the strategies.
 - mentor - music teacher
 - life skills group - group coordinator / facilitator
 - homework club supervisor
 - special ed teacher
7. Describe your next steps.
 - negotiate action plan with Ira
 - contact parents, engage support
 - contact resources, set up activities, strategies
 - monitor action plan, progress
 - refer to SAT if unsatisfactory progress