

COACHEE NAME: _____

DATE: _____

AGE GROUP: INFANT/TODDLER EXAMPLE

Friendship Skills and Problem-Solving Practices	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
Positive Peer Interactions								
1. Encourage children to be aware of and care about their peers.	1	2	3	4	5	Yes/No		
2. Encourage children to initiate or maintain interactions with their peers throughout the day.	1	2	3	4	5	Yes/No		
3. Provide positive descriptive comments to children who are engaging in positive peer interactions.	1	2	3	4	5	Yes/No		
4. Offer comfort when negative social interactions occur among children.	1	2	3	4	5	Yes/No		
5. Model social skills for children such as sharing, gentle touching, requesting, or using words.	1	2	3	4	5	Yes/No		
6. Help children understand their peers' intentions.	1	2	3	4	5	Yes/No		
7. Use a variety of developmentally appropriate strategies, materials, and activities to encourage peer-to-peer interactions.	1	2	3	4	5	Yes/No		

Once you have completed the strengths and needs assessment, identify three practices that are a priority for coaching.

1. _____
2. _____
3. _____



COACHEE NAME: _____

DATE: _____

AGE GROUP: PRESCHOOL EXAMPLE

Friendship Skills and Problem-Solving Practices	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
Friendship Skills								
1. Teach children friendship skills by using a variety of strategies (e.g., small and large group instruction, modeling and prompting).	1	2	3	4	5	Yes/No		
2. Select and arrange activities and materials to encourage social interactions and communication between children.	1	2	3	4	5	Yes/No		
3. Plan for peer social opportunities within multiple activities throughout the day.	1	2	3	4	5	Yes/No		
4. Guide children to develop empathy and acceptance of others who have different identities than their own.	1	2	3	4	5	Yes/No		
5. Prompt children to work together, help each other, and carry out duties in the learning environment.	1	2	3	4	5	Yes/No		
6. Acknowledge and give specific positive descriptive feedback to children who are attempting or using friendship skills.	1	2	3	4	5	Yes/No		
7. Model and label friendship skills with children and other adults.	1	2	3	4	5	Yes/No		
8. Prompt children to reflect on their use of friendship skills.	1	2	3	4	5	Yes/No		
9. Provide individualized instruction or assistance to children for initiating and maintaining interactions with peers.	1	2	3	4	5	Yes/No		

Problem Solving							
10. Teach children the steps for solving social problems.	1	2	3	4	5	Yes/No	
11. Teach children to name and use a variety of solutions.	1	2	3	4	5	Yes/No	
12. Prompt children to generate solutions to common social problems.	1	2	3	4	5	Yes/No	
13. Post visual reminders about the problem-solving steps and solutions.	1	2	3	4	5	Yes/No	
14. Prompt children to try other solutions if their first solution does not work.	1	2	3	4	5	Yes/No	
15. Model and label the problem-solving steps within interactions between children	1	2	3	4	5	Yes/No	
16. Acknowledge and give positive descriptive feedback to children using problem solving skills.	1	2	3	4	5	Yes/No	
17. Prompt children to reflect on their own problem-solving efforts.	1	2	3	4	5	Yes/No	
18. Individualize instruction on problem solving based on children’s individual needs.	1	2	3	4	5	Yes/No	

Once you have completed the strengths and needs assessment, identify three practices that are a priority for coaching.

4. _____

5. _____

6. _____



COACHEE NAME: _____ DATE WRITTEN: _____ DATE ACHIEVED: _____

ACTION PLAN		INFANT/TODDLER EXAMPLE
<p>The goal I will work on: <i>I will encourage children to be aware of and care about their peers by narrating what is happening and describing the intent of the child or children when needed (e.g., "Samone is crying. Let's go check on her and see if we can help her feel better."; "Rory accidentally bumped into you. He was trying to catch the ball.") during free play.</i></p>		
<p>I will know I achieved this when: <i>I narrate or share intent of other children during free play at least 5 times for a week.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Role play with my coach.</i>	<i>Coach</i>	<i>3/27</i>
<i>Model caring for children by talking about what I'm doing in the moment.</i>	<i>Books</i>	<i>3/29</i>
<i>Take data on the number of times I narrate and describe intent.</i>	<i>Tally sheet with emotions, coach</i>	<i>4/3</i>
NOTES:		





COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		PRESCHOOL EXAMPLE
<p>The goal I will work on: <i>I will teach children how to use the “friendship kit” and prompt them to use it when they see a friend who needs comforting by reading a scripted story, teaching children what is inside the kit and where it is located. I will prompt children to use the kit during center time as needed.</i></p>		
<p>I will know I achieved this when: <i>When I have taught children what the friendship kit is and support at least 1 child to use it to help a friend for a week.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Print the visuals for the friendship kit.</i>	<i>Friendship kit visuals from Head Start Center for Inclusion</i>	<i>3/27</i>
<i>Read the scripted story and show children the visuals</i>	<i>Scripted story and friendship kit</i>	<i>3/29</i>
<i>Model using the friendship kit when children are sad.</i>	<i>Friendship kit</i>	<i>3/29</i>
<i>Prompt children to use the friendship kit when they notice their friend is sad.</i>	<i>NA</i>	<i>4/3</i>
NOTES:		



COACHEE NAME: _____ DATE WRITTEN: _____ DATE ACHIEVED: _____

ACTION PLAN		HOME VISTOR EXAMPLE
The goal I will work on: <i>I will support the family to introduce problem solving by having parents model the problem-solving vocabulary and steps when social problems arise at home, during group socializations, or other places where their children are interacting with other children.</i>		
I will know I achieved this when: <i>When I have supported parents to do each of these things over the course of a month and checked in on progress for two home visits.</i>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Print "We Can Be Problem Solvers at Home" scripted story and share with parents if interested in using.</i>	<i>Scripted story</i>	<i>3/27</i>
<i>Solution Kit for Home</i>	<i>NCPMI resources</i>	<i>3/27</i>
NOTES:		