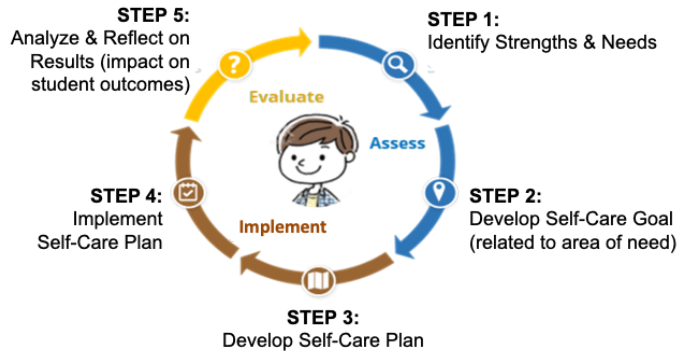




## Self-Care Implementation Plan

Name:	School:
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### 1. Identify Strengths & Needs (Use Data Analysis Worksheet)

Strengths:

- Highest Scoring Level of Maslow's Hierarchy:
- Highest Scoring CCC Competency:

Needs:

- Lowest Level of Maslow's Hierarchy:
- Lowest Scoring CCC Competency:

### 2. Develop Self-Care Goal (Include time frame to meet goal, how strengths will be used to meet needs, how student outcomes will be impacted, and how data will be collected)

Self-Care Goal:

Plan for Collecting Data on Goal

Plan for Collecting Data on Student Outcomes:

\*Consider data you already collect

### 3. Develop Self-Care Plan (Use List of Strategies document)

Prevention Strategies for Identified Maslow's Level of Need:

- Strategies:
- Scheduled Times (consider pairings and frequency):

Response Strategies for in the Moment Needs:

- Strategies
  - Need Basic Needs Met:
  - Need to Feel Safe:
  - Need to Feel Like They Belong:
  - Need to Feel Confident:
  - Need to Become Their “Best Self”:
  - Need to Feel Connected:
- Scheduled Times to Check-In (3-5 per day, consider pairings):

**4. Implement Self-Care Plan** (Set intentions to ensure implementation, consider pairings)

Action Steps to Reach Goal (include dates to start implementation and reflection:

Name of Coach:

Dates for Coaching:

**5. Analyze Results** (Use notes from reflection and coaching)

Impact on Staff/Self Outcomes:

Impact on Student Outcomes:

Changes to Goal/Data Collection/Plan:

Adapted from Boogren, T. (2018). *Take Time for You: self-care action plans for educators*. Bloomington, IN: Solution Tree Press.

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