

# Coaching in a Virtual World

**Mary Louise Hemmeter**, Vanderbilt University  
**Meghan von der Embse**, University of South Florida  
**Adrienne Golden**, Vanderbilt University  
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[ChallengingBehavior.org](http://ChallengingBehavior.org)

## Introductions



**Mary Louise Hemmeter**  
Vanderbilt University

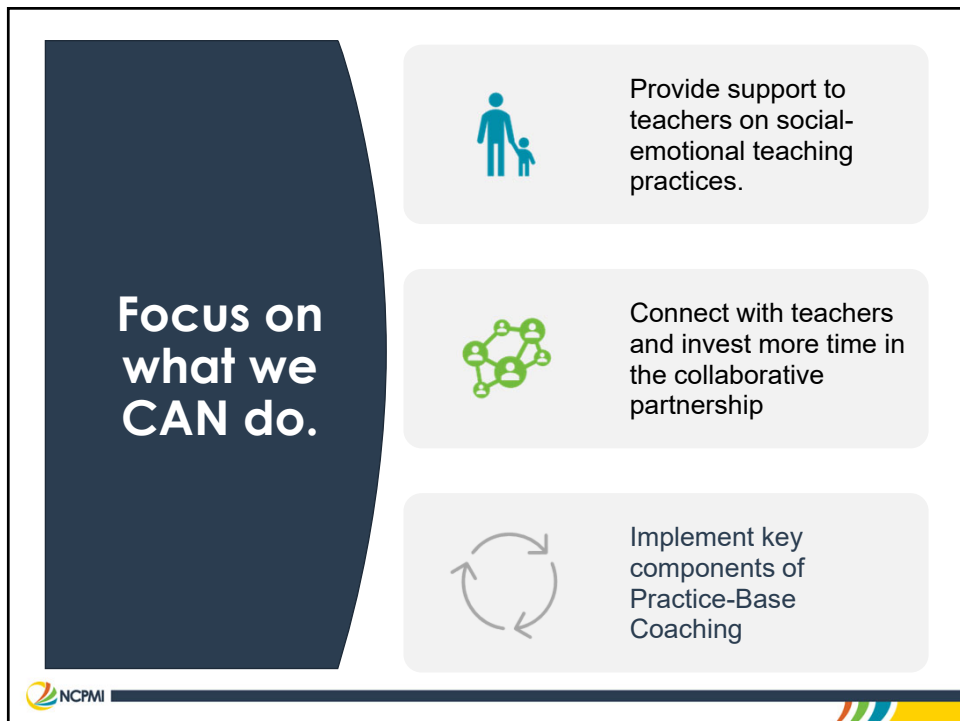
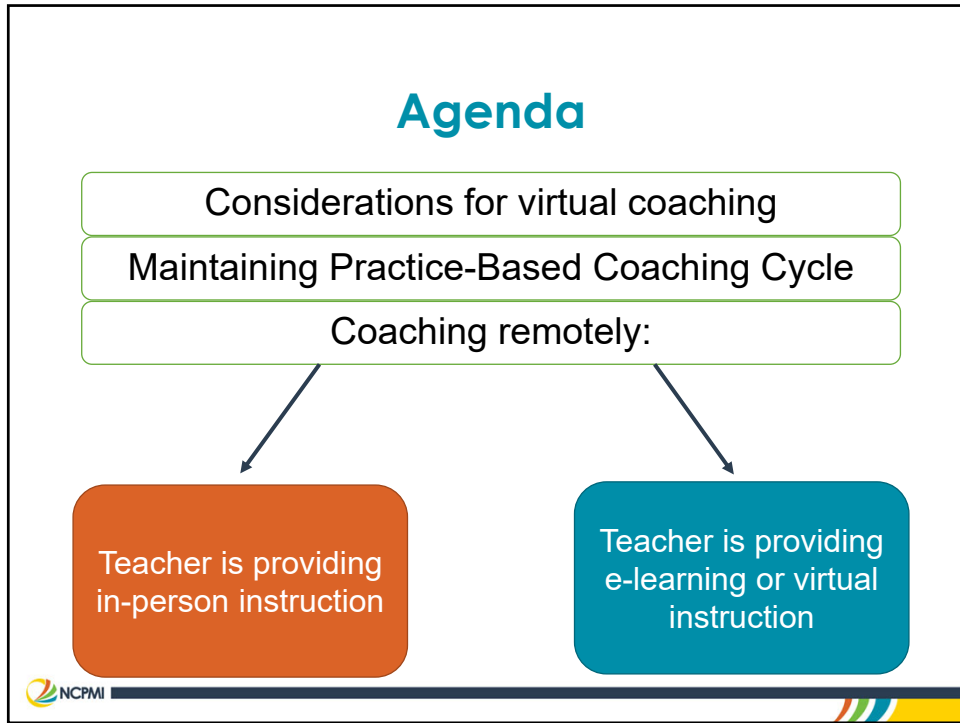


**Meghan von der Embse**  
University of South Florida



**Adrienne Golden**  
Vanderbilt University

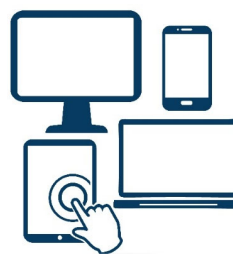






## Virtual Considerations

- Understand the policies and procedures of the site/program the coach is supporting:
- Can the coach attend a virtual learning session?
- Can the coach view a recorded zoom call?
- What are the technologies available to complete focused observations if the coach cannot be in the classroom?



## Implementing Key PBC Components...but **Adapting**



- Conducting focused observations
- Determining Pyramid Model practices for shared goals and action planning
- Making reflection and feedback meaningful



## Coach Virtual



## Building the Collaborative Partnership

- Make time to get to know teachers
  - Engage in social conversations (e.g., "how was your weekend?")
  - Learn about likes and dislikes
    - What activities do you enjoy leading?
    - What are some of your favorite classroom strategies?
    - How do you prefer to receive feedback?
    - What are your hot buttons?
    - What are your overall goals for coaching this year?



## Focused Observation

- Purpose: Collect data to inform (a) development of action plan goals and (b) supportive and constructive feedback

### Needs Assessment


- TPOT – be flexible
- Running TPOT
- Pyramid Model checklists
- Classroom Essentials

### Weekly Observation

- Live
- Recording
- Follow-up with the teacher



## Goal Setting

 NCPMI Action Planning Form

Teacher \_\_\_\_\_ Coach \_\_\_\_\_ Date \_\_\_\_\_

Goal	Action Steps	Measurability of Performance Indicator	Timeline	My goal is met when...	Date Action Step Completed

Notes:

Page \_\_\_\_ of \_\_\_\_ Date Goal Set \_\_\_\_\_ Date Goal Completed \_\_\_\_\_

- Use all available needs assessment and focused observation data
- Focus on establishing procedures and routines
- Identify goals that are feasible to support from a distance
- Follow the teacher's lead

## Reflection and Feedback

- Provide extra time for reflection and feedback
- Be intentional about incorporating reflection and feedback into emails
- Use technology to your advantage
- Be supportive!



# Coach and Teacher Virtual



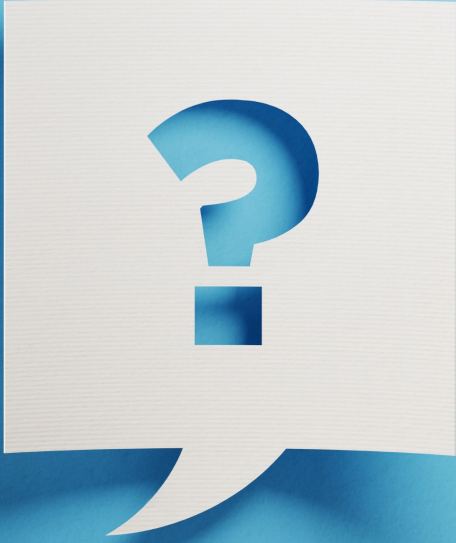
## Focused Observation

Be Flexible and Creative! Re-think what constitutes a **focused observation**:

- Join the virtual lesson live
- View a recoded lesson
- View a practice lesson or offer yourself as the “preview” of a virtual lesson
- Review products:
  - Observe what the teacher is working on, lesson plans, activity matrix, visuals for children, etc.



But what about the TPOT and the TPITOS?



NCPMI

### Goal Setting

No TPOT or TPITOS data


use all available needs assessment data to help develop shared goals and action plans

Pyramid Model Practices for Virtual Learning	Pyramid Model Practices Implementation Checklists	Teacher Goal Planning Form	Focused Observation Notes
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NCPMI



# Pyramid Model Practices for Virtual Learning



### 1. Responsive Relationships

- ❑ **Learn or relearn about your routine with children as a routine, if possible.**
  - ❑ Review family demographics and application information.
  - ❑ Consider a "get-to-know-you" survey including child and family information in a mode that works for each family (e.g., email, google form, phone call or use the [Get-to-know-you-form.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Get-to-know-you-form.pdf)).
- ❑ **Ask families about their preferred method for receiving information and communication.**
  - ❑ <https://challengingbehavior.cbcs.usf.edu/docs/Communication-preferences-checklist.pdf> with you.
  - ❑ e.g., email, phone call, text, web meetings.
- ❑ Provide a variety of ways for families to communicate with you.
- ❑ **Plan ongoing contact with families (e.g., email, phone call, text, message in school app, video call).** Use the [Connecting with Families](https://challengingbehavior.cbcs.usf.edu/docs/Connecting-with-families-when-you-are-not-in-person.pdf) phone script to guide communication if using phone or a virtual call.
  - ❑ <https://challengingbehavior.cbcs.usf.edu/docs/Connecting-with-families.pdf>
- ❑ **Partner with each child.** Use a class list or roster of who will be on virtual lessons to help you know who to call in the virtual session.
- ❑ **Guest children and families by their name** when they log on or when contacting with them.
- ❑ Use a calm, positive, and supportive tone at each during virtual session.
- ❑ **Provide activities that help children connect with each other** during the virtual lesson.
- ❑ **Provide positive, descriptive feedback** during the virtual session (<https://challengingbehavior.cbcs.usf.edu/docs/Providing-Feedback.pdf>), including acknowledgment of children's engagement and following of rules (e.g., "Nicey you are listening so good! Thanks for being such a kind friend." "Look at all our friends who gave a thumbs up. You are really listening right now?").

### 2. Schedule & Routines

- ❑ **Maintain a consistent routine** during virtual sessions. When the virtual session routine with families with guidelines about how to review the routine at home (provided in a handout, if possible).
- ❑ **Be careful about the duration of a virtual session.** Include a movement activity, if needed, to break up a session that is longer than 20 minutes. The duration of a virtual session with a group of children should not exceed 30 minutes.
- ❑ **Verbally review the routine** with children at the beginning of each learning session.

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Pyramid Model Practices for Virtual Learning Checklist

- ❑ **Show visuals of the routine** for the virtual session, when possible. Use the visuals to help children know what you will do first (e.g., greeting song) and what they'll see over the visual if displayed or show the children that you are getting a song to indicate the end of the activity.
- ❑ **If the routine changes**, let children and families know something will be different.
- ❑ **Provide a warning** about an upcoming transition within the routine and a warning about when the routine is ending.

### 3. Rules for the Virtual Learning Environment

- ❑ **Develop the or learn rules that are positively stated.**
- ❑ **Provide instructions on rules** to all children as well as to individual children.
- ❑ **Regularly review rules** during the virtual session or when appropriate (e.g., the start of a transition).
- ❑ **Show the visual of rules**, when possible (e.g., show rules poster and hang the poster in background or review photographs of each rule individually before the virtual session).
- ❑ **Show guidelines with families** about how to review the rules at home (e.g., send a copy of rules through email/text or provide a handout, if possible).

### 4. Engagement

- ❑ **Provide activities and materials** that support engagement during the virtual session.
- ❑ **Model or allow activities** when children are inactive.
- ❑ **Provide multiple opportunities** for each child to respond (verbal and nonverbal), considering communication level and mode.
- ❑ **Reduce unengaged children** and support them to become actively engaged.
- ❑ **Embed opportunities** for choice.
- ❑ **Include children's preferences** and interests.
- ❑ **Use individual supports** for children who need directions or content presented in different ways (e.g., additional visuals, extra prompts, home language, more positive feedback).
- ❑ **Provide positive descriptive feedback** to all children aimed to engage or affirm. Make sure you recognize each child in the group at some point during the session (e.g., "We Kellen smiling so he is ready to listen to his friends look." "Nicey is listening so he friends as they listen?").

### 5. Social-Emotional Teaching

- ❑ **Incorporate social emotional lessons** (e.g., identifying emotions, social communication, self-regulation, problem-solving) into virtual lessons when possible.
- ❑ **Provide families with resources** to promote children's social emotional skill development at home (e.g., [Feeling Faces Cards](https://challengingbehavior.cbcs.usf.edu/docs/Feeling-Faces-Cards-EN-SP.pdf), [Relaxation Thermometer](https://challengingbehavior.cbcs.usf.edu/docs/Relaxation-Thermometer.pdf), [Smell Blow](https://challengingbehavior.cbcs.usf.edu/docs/Smell-Blow.pdf), [Tucker the Turtle at Home](https://challengingbehavior.cbcs.usf.edu/docs/Tucker-the-Turtle-at-Home.pdf), [Calm Down Area Tipsheet](https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area-Tipsheet.pdf)).

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## Deeper Look

### Emotions

- ❑ Teach self-regulation strategies using *Tucker the Turtle* ([https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle\\_Story\\_Home.pdf](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_Home.pdf)), *Relaxation Thermometer* (<https://challengingbehavior.cbcs.usf.edu/docs/Relaxation-Thermometer.pdf>), or *Breathing Strategies* (<https://challengingbehavior.cbcs.usf.edu/docs/Smell-Blow.pdf>). Develop scenarios that are about home situations. Use puppets or books to introduce information.
- ❑ Teach emotion words using *Feeling Faces Cards* ([https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces\\_cards\\_EN-SP.pdf](https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-SP.pdf)) and include the emotions that children might be feeling while at home (e.g., bored, frustrated, excited, annoyed, curious).
- ❑ Teach children to recognize emotions in others by focusing on the kinds of emotions and situations they might encounter at home or in the community. Get creative with teaching emotions by using books, puppet plays, showing photos as a "guess the emotion" game.
- ❑ Tell stories about your emotions or your responses to others' feelings at home or in the community. Describe how you helped others when they felt strong emotions. Use photos of you or your family members to capture children's interest as you share the story.
- ❑ Provide families with materials (e.g., *Tucker the Turtle at Home* [https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle\\_Story\\_Home.pdf](https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_Home.pdf), *How to Use a Calm Down Area* [https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area\\_Tipsheet.pdf](https://challengingbehavior.cbcs.usf.edu/docs/Calm-Down-Area_Tipsheet.pdf)) to use at home to support their child who might be experiencing strong emotions or need assistance with self-regulation.

## Sample Action Plan: Responsive Relationships

I will build strong relationships with the children during virtual lessons

- Greet each child by name when they join the lesson
- Start the first call of each day with a virtual greeting. Show the virtual greeting board over zoom and have children select the way they want to greet the classroom
- Provide positive descriptive feedback to at least 5 children on every call
- Use a class roster and mark when I have an interaction with each child to ensure all children are receiving attention and feedback



## Sample Action Plan: Schedule and Routines

I will develop a schedule for virtual circle

- Create visuals for each activity (greeting, song, feeling check-in, ABC activity, book, counting activity)
- Review the circle schedule at the start of virtual circle
- Show the visuals when possible (e.g., show picture of “song” on camera while saying “It is time to sing a song. Sing along with me!”)
- Email families a set of the visual schedules so they can review the circle time routine with children when they view the recording



## Coaching Strategies



Classroom Coaching Log

V2.0 Rev. 10/03/18

Teacher ID:	Teacher 1				Coach ID:	M	Program ID:	Program C			
Total # of Action Plan Goals:	2				Cycle #:	2					
Activities/Strategies - check all that occurred during session(s)											
Observation Strategies					Debrief Strategies						
Date:	10/15/20				Date:	10/16/20					
Observed	X				Problem solving discussion	X					
Videotaped					Reflective conversation	X					
Modeled					Helped with environmental arrangements						
Collected data	X				Role play						
Verbal support					Constructive feedback						
Side by side gestural support					Goal setting/action planning						
Problem solving discussion					Supportive Feedback	X					
Reflective conversation					Material provision	X					
Helped with environmental arrangements					Demonstration	X					
Other help in the classroom					Individual child support						
Other					Other						
Total Observation Time:	25 Minutes				Total Debriefing Time:	30 Minutes					
Action Plan Goals Completed:	0				New Action Plan Goals:	0					
Notes: Observed recorded session of circle time/large group lesson (via zoom recording). Focus= use of visuals and teaching schedule to children.											

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## Tips for Reflection and Feedback

- If you cannot use certain coaching strategies during a virtual lesson (e.g., model, gestural prompt, etc.), incorporate the debriefing strategies of role play and demonstration.
- Be creative with material provision. Anticipate what resources families and children might need at home.
- Use technology to your advantage. View a recorded virtual lesson together. Share strengths and invite the teacher to reflect on the success with implementing a strategy “virtually!”
- Allow more time for reflection and feedback, as observation time might be limited.

