

**UNPACKING COACHING**  
Webinar Series


## Delivering Practice-Based Coaching Using a Group Coaching Format

**Mary Louise Hemmeter**, Vanderbilt University  
**Sarah Basler**, Vanderbilt University  
**Sarah Goad**, Mid-Cumberland Head Start  
**Haley Munday**, Mid-Cumberland Head Start


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National Center for  
**Pyramid Model INNOVATIONS**  
[ChallengingBehavior.org](http://ChallengingBehavior.org)


## Welcome




**Mary Louise Hemmeter**  
Vanderbilt University




**Sarah Goad**  
Mid-Cumberland Head Start



**Sarah Basler**  
Vanderbilt University



**Haley Munday**  
Mid-Cumberland Head Start



## Agenda

Overview of Group Coaching Approach (GCA) Project

Why Consider GCA


Teacher Perspective of GCA




## Group Coaching Approach





## GCA Overview



8 Individual Sessions



8 Group Sessions



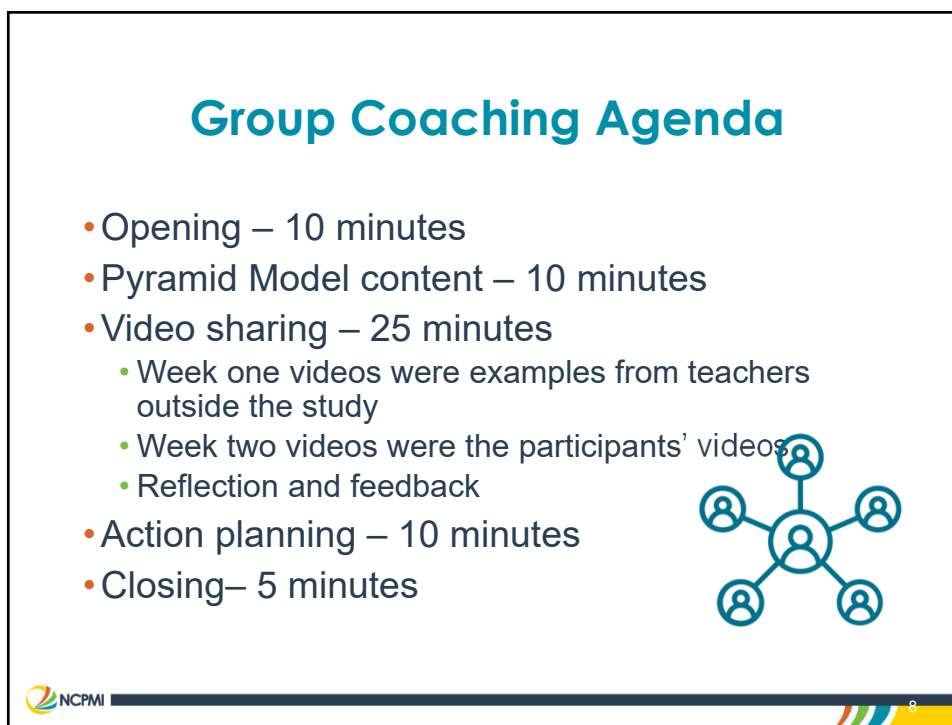
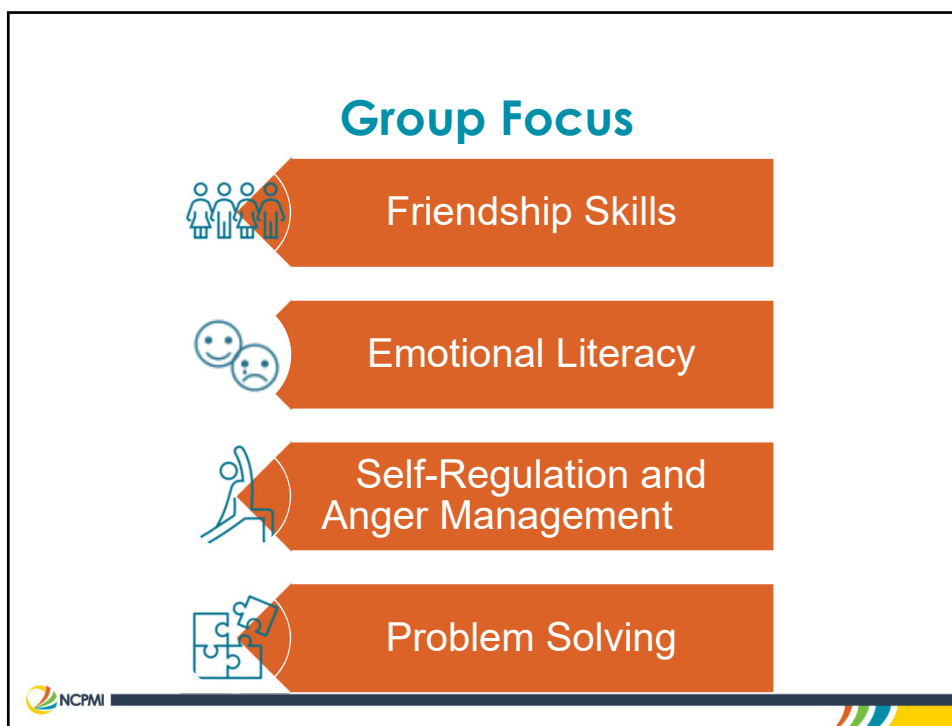
## Why Consider a Group Coaching Approach?

Meeting as a team and sharing our experiences implementing strategies.

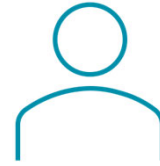
Watching videos from other teachers and seeing how they handle situations and new things.

I enjoy being able to talk with one another in a non-judgmental environment. It's nice hearing other's ideas, it gives me new ideas and thoughts.

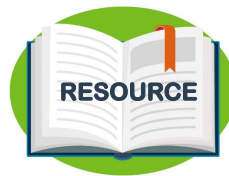




## Individual Coaching



- Occurred in between group meetings
- Focus was on individualized needs
  - Mostly foundational Pyramid Model practices
- Conducted at a distance
  - 2 of the 8 individual sessions were in person



## Technology



## Objectives for Group 1

1

- Explore friendship skills
- Identify practice to try

2

- Leave with a **plan** for trying practice in your classroom

3

- Try it out!
- Record video



## Objectives for Group 2

1

- Review friendship skills
- Reflect on practices tried

2

- View teacher videos
- Reflection and feedback

3

- Update or revise Plan-Do-Reflect Form
- Focus= All Day, Every Day



## Materials

The collage includes the following items:

- Books:** "A Sick Day for Amos McGee" by John Schoenherr and Amos McGee; "Kevin Henkes Egg" by Kevin Henkes.
- Magazine:** "Circle Time MAGAZINE TEACHING PROBLEM-SOLVING AND FRIENDSHIP SKILLS EDITION 4 POSITIVE BEHAVIOR SUPPORT".
- Video:** A frame showing children in a classroom setting, with the title "You've Got to Have Friends" overlaid.
- Storage:** Clear plastic bins containing various small toys and materials.
- Printouts:** A "Backpack Connection Guide" and a "How to Teach Your Child to Appropriately Get Your Attention" guide.
- Toys:** Several small stuffed animals (a monkey, a fox, a zebra, a bear, and an elephant).

NCPMI

### Reflection Questions and Notes:

- 1) What was the teacher trying to accomplish with this strategy or activity? What do you think was successful?
  
- 2) How did the children in the video react/respond to the strategies for teaching friendship skills? For example: Were all children involved? Did some children need more help? What did you notice about child engagement?
  
- 3) What are some ways you might implement the strategies in the video to teach friendship skills in your classroom?

### Reflection Questions and Notes:

- 1) **To teacher before the video:** What were you trying to accomplish with this strategy or activity?
  
- 2) **To teacher after the video:** To teacher: What are your reflections? What do you think went well? What would you do differently or try next time?
  
- 3) **To Group:** Let's share our reflections. What are some things you noticed about what was successful? This might include what the teacher did or how the children responded.
  
- 4) **To Group:** What are some suggestions you might have for \_\_\_\_\_ to improve the practice or to expand it or to do it with other children?



## Action Planning



**Plan, Do, Reflect**

Name: \_\_\_\_\_ Group Meeting Date: \_\_\_\_\_

Meeting Topic: \_\_\_\_\_

**Step 1, Plan:** Answer the following questions before you try the practice in your classroom.

The practice I am going to try is: \_\_\_\_\_

I will try this practice with (individual child/whole group/small group): \_\_\_\_\_

I will try this practice on (date) \_\_\_\_\_ during (activity): \_\_\_\_\_

Resources/supports needed: \_\_\_\_\_

Notes: \_\_\_\_\_

Plan, Do, Reflect 1

**Step 2, Do:** Date I tried out the practice: \_\_\_\_\_

**Step 3, Reflect:** Answer the following questions after you try the practice in your classroom.

What were you hoping to accomplish with this strategy or activity? What do you think was successful?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did the children react/respond to the strategies for teaching friendship skills? For example, were all children involved? Did some children need more help? What did you notice about child engagement?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are you going to do next time? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plan, Do, Reflect 2





# Sample Group Action Plans

**SAMPLE 1 Plan, Do, Reflect**

Name: \_\_\_\_\_ Group Meeting Date: \_\_\_\_\_

Meeting Topic: Friendship

**Step 1, Plan:** Answer the following questions before you try the practice in your classroom.

The practice(s) I am going to try is: Circle of Friends, Mentoring

I will try the practice with (individual child/whole group/small group) LEPP, GOSIP

I will try the practice on (date) 3/22 during (activity) Guidance/Morning Meeting

Fluency/Supports needed: \_\_\_\_\_

Planned/Existing Tools/Resources: Stickers, Poppers

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**Notes:**

1. Show children the poster during evening meeting.
2. Model getting a friend's attention. I will do the "right" way and the "wrong" way with my attention.
3. Ask for two children to model saying names and tapping shoulders in front of the class. I will provide prompts to the children if they need help.
4. Go around circle and have each child tap the name and tap the shoulder of the child to their left once big group practices.
5. Provide positive, descriptive feedback to children when they use the skill throughout the day.

Plan, Do, Reflect 1

**SAMPLE 2 Plan, Do, Reflect**

Name: \_\_\_\_\_ Group Meeting Date: \_\_\_\_\_

Meeting Topic: \_\_\_\_\_

**Step 1, Plan:** Answer the following questions before you try the practice in your classroom.

The practice(s) I am going to try is: \_\_\_\_\_

I will try the practice with (individual child/whole group/small group) \_\_\_\_\_

I will try the practice on (date) \_\_\_\_\_ during (activity) \_\_\_\_\_

Fluency/Supports needed: \_\_\_\_\_

Planned/Existing Tools/Resources: \_\_\_\_\_

---

**Notes:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Plan, Do, Reflect 2

**SAMPLE 3 Plan, Do, Reflect**

Name: \_\_\_\_\_ Group Meeting Date: \_\_\_\_\_

Meeting Topic: \_\_\_\_\_

**Step 1, Plan:** Answer the following questions before you try the practice in your classroom.

The practice(s) I am going to try is: \_\_\_\_\_

I will try the practice with (individual child/whole group/small group) \_\_\_\_\_

I will try the practice on (date) \_\_\_\_\_ during (activity) \_\_\_\_\_

Fluency/Supports needed: \_\_\_\_\_

Planned/Existing Tools/Resources: \_\_\_\_\_

---

**Notes:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Plan, Do, Reflect 3

**SAMPLE 4 Plan, Do, Reflect**

Name: \_\_\_\_\_ Group Meeting Date: \_\_\_\_\_

Meeting Topic: \_\_\_\_\_

**Step 1, Plan:** Answer the following questions before you try the practice in your classroom.

The practice(s) I am going to try is: \_\_\_\_\_

I will try the practice with (individual child/whole group/small group) \_\_\_\_\_

I will try the practice on (date) \_\_\_\_\_ during (activity) \_\_\_\_\_

Fluency/Supports needed: \_\_\_\_\_

Planned/Existing Tools/Resources: \_\_\_\_\_


---

**Notes:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Plan, Do, Reflect 4

# Action Planning



Name: \_\_\_\_\_ Group Meeting Date: \_\_\_\_\_

Meeting Topic: \_\_\_\_\_

The practice(s) I am going to continue to use is: \_\_\_\_\_

**ALL DAY, EVERYDAY!**

**Step 1, Plan:** Fill out the activity matrix below to plan for opportunities to practice the skill with children. In the left-hand column, fill out the activity or time of day that you would like to practice the skill. The remaining columns are for you to fill out the skill or practice you are planning to try.

Opportunity to Practice	Skill/Practice	Skill/Practice	Skill/Practice
Ex. Morning Arrival	Greeting friends and more opportunities for children to say hello to peers	Taking turns with table top while waiting for other children to arrive	

Plan, Do, Reflect 1

**Step 2, Do:** Date I tried out the practice: \_\_\_\_\_

**Step 3, Reflect:** Answer the following questions after you try the practice in your classroom.

What were you hoping to accomplish with this strategy or activity? What do you think was successful?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did the children react/respond to the strategies for teaching friendship skills? For example, were all children involved? Did some children need more help? What did you notice about child engagement?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are you going to do next time? \_\_\_\_\_

\_\_\_\_\_

Plan, Do, Reflect 2

## Tips for a Successful Group



Pacing



Develop Group Norms



Materials to Participate



Use PBC Coaching Strategies



## Lessons Learned



Group Size Matters



Opportunities to Participate



Consider Teacher Needs/Fit



## Teacher Perspective



## Questions?

Use the Q&A panel to submit your questions.



## Contact



**Sarah Basler**  
Vanderbilt University

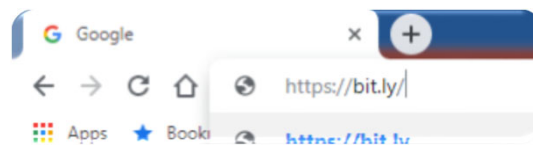
sarah.j.basler@vanderbilt.edu



## Survey and Certificate

### Recording Viewers

- Type URL in recording into a web browser window
- *URL is case sensitive*



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## Thank You

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