

UNPACKING COACHING
Webinar Series


Coaching Conversations: Sharing the Teacher's Perspective

Kimberly Williams, Mid-Cumberland Head Start/Early Head Start
Carley Jennings, Warren County School District
Amber Beil, Warren County School District
Mary Louise Hemmeter, Vanderbilt University


September 2021

National Center for
**Pyramid Model
INNOVATIONS**
ChallengingBehavior.org


Welcome




Mary Louise Hemmeter
Vanderbilt University




Kimberly Williams
Mid-Cumberland
Head Start



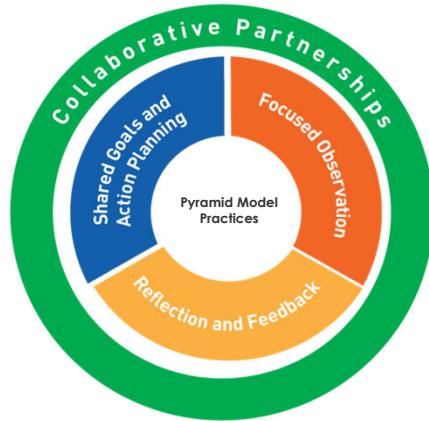
Carley Jennings
Warren County
School District



Amber Beil
Warren County
School District



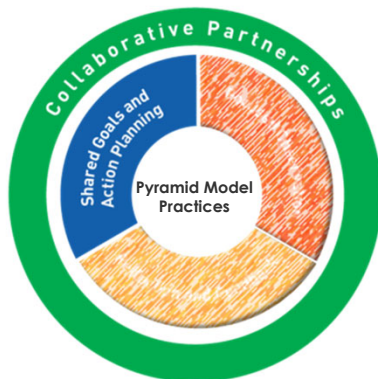
What were some things your coach did to build a partnership with you?



- Genuine interest in getting to know me
- Feelings check-in
- Active-listener
- Positive feedback
- Choice
- Teamwork



How did you and your coach decide what to work on?



- Consistent discussion about priorities
- Open dialogue
- Asked questions to identify challenges
- Asked for input tied to data
- Built upon previous action plans



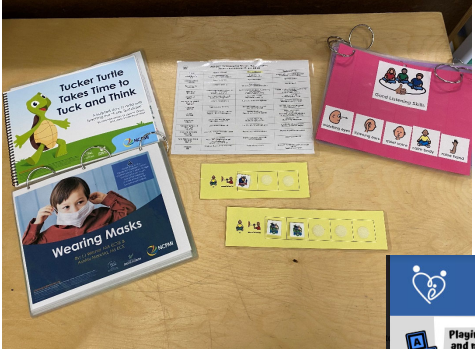
Example: Action Plan

IEP _M Action Plan		
Teacher ID: 10701 Coach ID: B Goal number: 13 Date written: 01/21/2021 Date moved to maintenance: _____		
Goal		
We will teach children calming down strategies to use when they are experiencing strong emotions (e.g., anger, sadness, excitement, anxiety, silliness) through direct teaching, using visual supports, prompting in the moment, and providing positive descriptive feedback on a consistent basis.		<i>Expected child outcomes:</i> Fewer tantrums, increased emotional regulation, ready for problem solving
Action Steps		Materials/Resources
Planning	<ol style="list-style-type: none"> Determine calming down strategies to teach: use the safe space, deep breathing, "tucking in," asking for a hug <ol style="list-style-type: none"> Calm down strategies fit into step 3 of the calming down process Design direct teaching lesson for small groups to teach calming down through presenting visuals and discussing how to use them. 	Tucker posters and ring Conscious Discipline breathing visuals Tucker puppet 1/22
Implementation	<ol style="list-style-type: none"> Teach calming down steps and strategies (one strategy at a time) in small groups and one-on-one during centers. <ol style="list-style-type: none"> Refer to visuals explicitly and show children where they visuals will be available to them Invite children to discuss Use the puppet to engage children Explain the skill Demonstrate the right way Demonstrate the wrong way Have children practice the skill and give feedback Throughout the day, support children to use the skill in context. <ol style="list-style-type: none"> Prompt children to use the visuals as they develop fluency with verbal, gestural, visual, modeling, or physical prompts Provide immediate positive descriptive feedback to children for success and for attempts in demonstrating the skill Provide feedback to children when they are experiencing emotions even if they do not need self-regulation (e.g., "that was disappointing that you didn't get a turn, but you tried 'going with the flow'"). Prompt children to reflect on situations in which they used or attempted calm down strategies or could have used the skill (with children doing most of the talking). Share emotional literacy information with families. Support Kenton to "go with the flow" when things do not work out and learning others' perspectives. 	Visuals, puppet Start 1/25



What materials did your coach provide to support your goals?






Example: Classroom Materials

Playing with Your Child



Playing with a responsive adult provides a context in which children can have positive and meaningful interactions with the environment. Playing with your child supports your child's learning and development in many ways! See below for some tips for ways to play with your child:


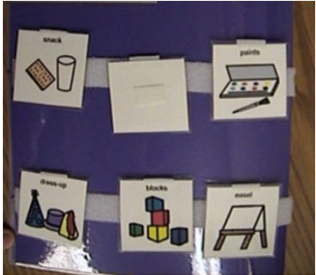
Say what they say, do what they do...	Describe what they're doing ...	Add new language and play ideas ...
<p>Copy your child's words and actions so let him/her know you are there and responsive.</p> <p>If your child says "car," you can point to the car and say, "car."</p> <p>If your child bounces the ball, you can bounce the ball.</p>	<p>Say what your child is doing while he/she is playing using language your child would use.</p> <p>If your child is tapping on a drum, you can say, "tapping the drum!" You can do this about every 15 seconds.</p>	<p>Once you've established a play routine, add new language or play actions to keep your child interested.</p> <p>If your child says, "car," you can say, "I see a fast car!"</p> <p>If your child is holding a baby, you can hold the baby and model feeding it.</p>

For more information about playing with your child, [click here.](#)



Example: Infant-Toddler Visuals

First	Then
<p>Meal</p> 	<p>Indoor Play</p> 

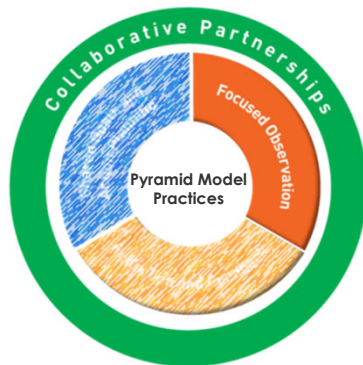


Example: Infant-Toddler Classroom Schedule

7:30-8:30: Arrival, Hand washing, Free Play, Diapering/Toileting, and Daily Health Check
8:30-9:00: Breakfast.
9:00-10:00: Outside Gross Motor Play.
10:00-10:50: Hand washing, Free Play and Diapering/Toileting.
10:50-11:00: Clean up, Hand washing, and prepare for Lunch. .
11:00-11:30: Lunch.
11:30-12:00: Clean up, hand washing, and diapering/toileting.
12:00-1:15: Nap time/Quiet time.
1:15-1:45: Hand washing, Diapering/Toileting, and Snack.
1:45-2:15: Free Play
2:15: Departure



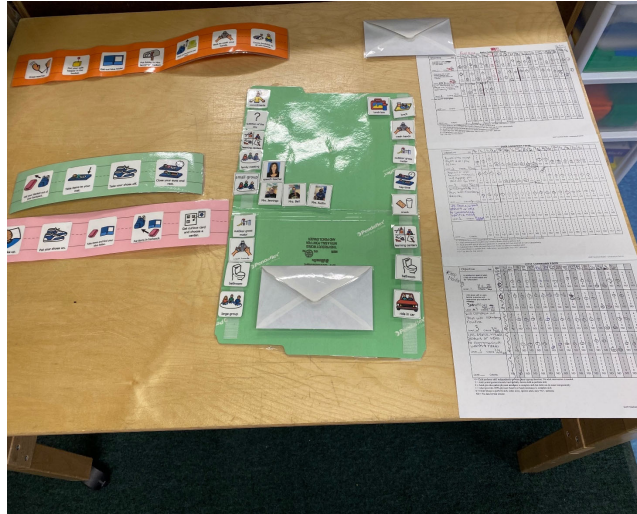
What did your coach do to make you feel comfortable during the Focused Observation?



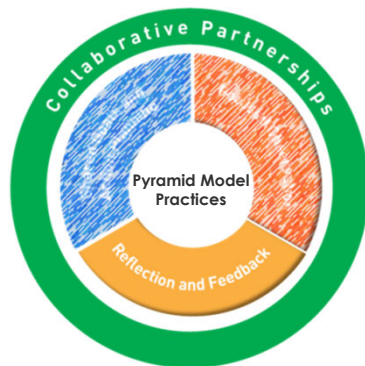
- Discussion before the observation
- Modeling
- In-classroom help
- “I’m here to help you grow.”



Example: Visual Schedules and Data Collection

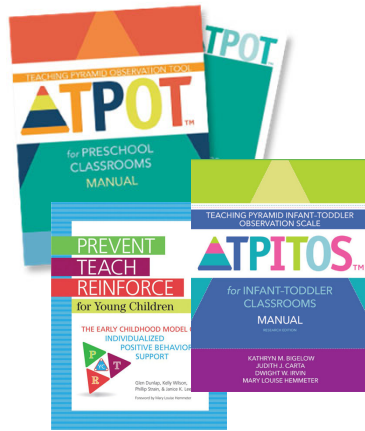


How has coaching changed how you reflect on your teaching practice?



- Step back and reflect during stressful situations
- Evaluate implementation of strategies

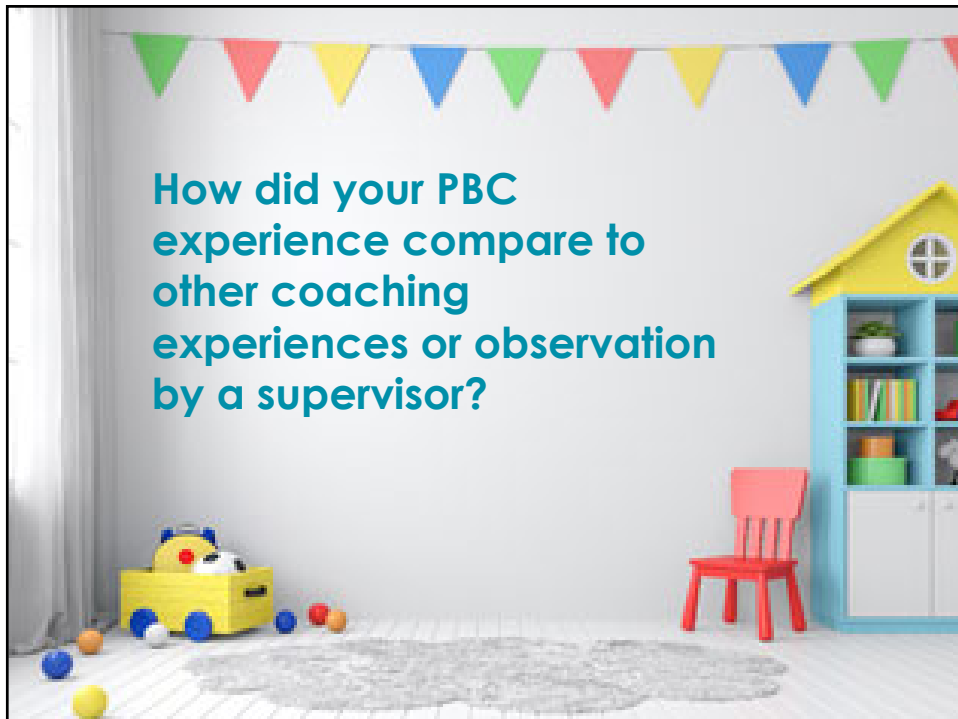
What Pyramid Model Practice did you and your coach work on that made a big difference in your classroom?



- Positive descriptive feedback
- Routines
- Individualized supports



How did your PBC experience compare to other coaching experiences or observation by a supervisor?



New Back to School Resource for Teachers!

All About My Child

Instructions: Fill in the blanks with the information you want to share with your child's teacher. Add a photo if you have one.

My child's name is: _____

My child likes to be called: _____

(place photo here)

Some things I want you to know about my child are:

The languages my child hears at home are:

My child lives with (people, pets):

My child loves (tell me about toys, activities, or favorite things):

My child has a difficult time when (tell me what might frustrate your child):

Things I hope my child will learn in the next year:

To help my child calm down or feel better, you can:

- **Available in English and Spanish!**
- Supports teachers in building relationships with families and children
- Send home to families with your Back to School Welcome Letter



Questions?

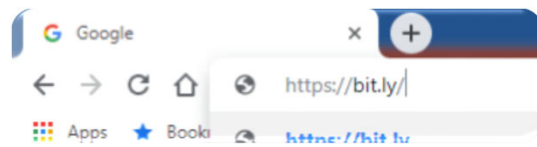
Use the Q&A panel to submit your questions.



Survey and Certificate

Recording Viewers

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



ChallengingBehavior.org

Upcoming Webinars,
Recorded Webinars,
Resource Library,
and more...



Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Sunyoung Ahn.

