



Friends Don't Let Friends Slip on Pyramid Implementation: Peer Coaching

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INNOVATIONS**
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Welcome

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Agenda

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What is Peer Coaching?

02

Evaluating the Effectiveness of Peer Coaching

03

Using Peer Coaching in Early Childhood Classrooms

04

Let's Try it Out!

Questions

Let's Chat...

What is peer coaching?

What is reciprocal peer coaching?

How are they similar or different?

Benefits of Reciprocal Peer Coaching

All team members can take part in coaching

Gives everyone a voice and ownership over what's happening in the classroom
 • Not just the lead teacher always providing feedback

Can strengthen the working relationship because everyone is working towards a common goal

Increase the use of skills/strategies across team members

Children more consistently contact positive teaching strategies

Evaluating the Effectiveness of Peer Coaching

Golden, A. K., Hemmeter, M. L., Edmonds, M., & Ledford, J. R. (2021). Reciprocal peer coaching and teaching teams' use of Pyramid Model practices. *Journal of Early Intervention, 43*(3), 255-274.

Research Report

Reciprocal Peer Coaching and Teaching Teams' Use of Pyramid Model Practices

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Abstract

A multiple probe design across behaviors, replicated across teaching teams, was used to evaluate the effectiveness of training plus reciprocal peer coaching on teaching teams' implementation of Pyramid Model (PM) practices. In this study, teaching teams (three dyads and one triad) were provided with training around the use of targeted PM practices and reciprocal peer coaching. Coaching required teachers within each team to observe and provide feedback to one another around their use of targeted PM practices. Data from this study indicate reciprocal peer coaching is an effective and efficient way for early childhood teaching teams to increase their use of PM practices. Increased use of PM practices generalized across classroom activities and maintained following the removal of peer coaching. Results, limitations, impacts on the field, and next steps are discussed.

Participants

Table 1. Teacher and Classroom Demographics and Target Activities.

Participant	Age	Gender	Ethnicity	Level of education	Licensed	Years of experience ^a	Time as a team ^b	Type of school	Number of children	Age range (months) ^b	Baseline/ intervention activity	Generalization activity
100												
Darby	49	F	Caucasian	Master's	Y	15	6 months	Private Catholic school	22	54-66	Center time	Small groups
Isabel	41	F	Hispanic	Master's	Y	9						
Arnaia	48	F	Caucasian	Master's	Y	0.6						
200												
Mikayla	31	F	Caucasian	Bachelors	Y	5	2 years	Private Catholic school	19	37-62	Center time	Small groups
Annie	37	F	Caucasian	Bachelors	N	7						
300												
Eloise	51	F	Caucasian	Bachelors	N	34	6 months	Child care center	16	43-52	Center time	Transition
Lydia	25	F	Caucasian	Bachelors	N	2						
400												
Abby	28	F	Caucasian	High School	N	5	1 week	Daycare center	17	28-40	Center time	Lunch
Charley	18	F	Biracial	High School	N	2						

^aExperience working with children age 3 to 5.

^bAt start of study.

Method



TPOT observation



Teaching Teams chose 4 discrete practices



Training



Coaching and Data Collection



Move to next practice

Target Practices

Rule reminders

Comments on appropriate behavior

Providing explicit choices

Using a variety of emotion words

Providing positive, descriptive feedback

- Engagement
- Use of friendship, social, or emotional skills

Suggesting interactions between peers

Coaching

Teacher Coaching Form

Observing Teacher's ID: _____ Observed Teacher's ID: _____ Target Practice: _____
 Date: _____ Activity: _____ Start Time: _____ End Time: _____

Pyramid Model Practice Use
 Tally each time the teacher uses the targeted practice as defined in training.

--

Examples of Pyramid Model Practice Use
 Record 3 examples of practice use. Be as specific as possible.

Example 1	
Example 2	
Example 3	

Additional Opportunities
 Record 1-3 examples of when the targeted practice could have been used. Include as much detail as possible.

Example 1	
Example 2	
Example 3	

Other Strategy Use
 Tally the teachers use of previous target practice(s).

<u>Rule Reminders</u>	<u>Social Feedback</u>

- Observe one another for 5-10 minutes
 - Tally peer's use of the strategy
 - Record examples of strategy use
 - Record "missed opportunities"
- Give feedback to peer
 - Written notes

Examples of Completed Feedback Forms

Teacher Coaching Form

Observing Teacher's ID: 202 Observed Teacher's ID: 201 Target Practice: commenting on appropriate behavior

Date: 6/16/19 Activity: read/ Centers Start Time: 1:35a End Time: 1:55a

Pyramid Model Practice Use

Tally each time the teacher uses the targeted practice as defined in training.

||||

Examples of Pyramid Model Practice Use

Record 3 examples of practice use. Be as specific as possible.

Example 1	"Thank you so much for using your listening ears; that makes me so happy!"
Example 2	Madeline sat on her bottom when Chenelle asked her to walk to his center and Chenelle said "thank you for using your walking feet"
Example 3	Chenelle asked a friend if that was being safe if sat in the chair the correct way. He sat nicely and she said "thank you for using your listening ears."

Additional Opportunities

Record 1-3 examples of when the targeted practice could have been used. Include as much detail as possible.

Example 1	asked Madeline to use the toy in a respectful way - when he used the toy she said "you are being respectful"	Emotions
Example 2		<u> </u>
Example 3		

Teacher Coaching Form

Observing Teacher's ID: 202 Observed Teacher's ID: 201 Target Practice: app-beh.

Date: 3/15/19 Activity: Centers Start Time: 2 End Time: 2:10

Pyramid Model Practice Use

Tally each time the teacher uses the targeted practice as defined in training.

|||| ||| ||| ||| ||| ||| |||

Examples of Pyramid Model Practice Use

Record 3 examples of practice use. Be as specific as possible.

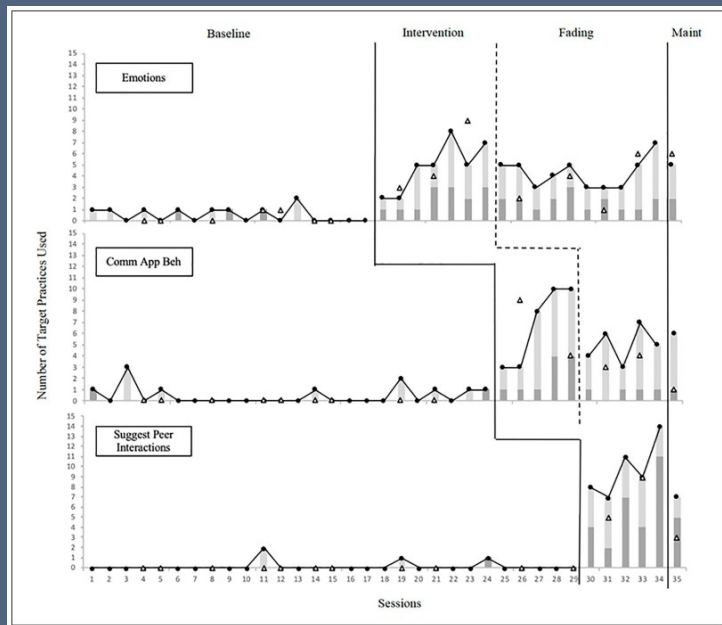
Example 1	Commenting on how responsible & respectful when asked to come do makeup work.
Example 2	Commented on how ^{well} 3 kids playing a game were being to each other
Example 3	

Additional Opportunities

Record 1-3 examples of when the targeted practice could have been used. Include as much detail as possible.

Example 1	Could have commented on how well the two girls @ table were sharing & including each other w/ the dolls.
Example 2	
Example 3	

Results



TPOT Scores

	100	200	300	400
Pre TPOT	44%	43%	46%	50%
Post TPOT	59%	58%	50%*	69%

Using Peer Coaching in Early Childhood Classrooms

Who are Good Candidates for Peer Coaching?

- Teaching teams...
 - With a positive working relationship
 - Who share or are open to sharing classroom responsibilities
 - Who are open to receiving feedback
 - With a baseline of positive practice implementation

Two Peer
Coaching
Options

**Discrete
practices**

**Whole routines
or activities**

Peer Coaching on Discrete Skills



What skills/strategies will you target?



When will team members observe one another?



How will you give your peer feedback?



How will you take data/record information during the observation?



How will you monitor overall progress and decide when to focus on a new practice?



What skills/strategies will you target?

Inventory of Practices

As a team, review the practices and self-evaluate your use of them in classroom (never use, sometimes use, always use). Of the practices you sometimes or never use, circle 2-3 you want to work on with peer coaching.

	Always	Sometimes	Never
Schedule and Transitions			
• Review posted schedule with children throughout the day			
• Give whole-class warning before starting a transition			
• Use transition strategies to ensure children are engaged			
Conversations and Engagement			
• Have brief conversations with children			
• Join in children's play AND engage in brief conversations			
• Provide multiple opportunities for children to make choices			
Directions and Expectations			
• Give directions that tell children what to do			
• Provide rule reminders			
• Comment on appropriate behavior, linked to rules			
Social and Emotional Skills			
• Use a variety of emotion words (positive and negative)			
• Encourage interactions between children			
Positive, Descriptive Feedback			
• Skills, behaviors, and activities			
• Engagement			
• Following directions			
• Rules and expectations			
• Use of friendship, social, or emotional skills			



When will team members observe one another?



When will you give your peer feedback?

Planning

When will you observe each other?
(choose one)

How often will you observe each other?
(choose one)

- Arrival
- Meals
- Large Group
- Small Group
- Centers
- Playground
- Other:

- 1 time per week
- 2 times per week
- 3 times per week
- 4 times per week
- 5 times per week

How will you provide feedback?
(check all that apply)

Length of the observation
(choose one)

- Written
- Verbal
- In the moment
- Sit down meeting
- When:

- 5 min
- 10 min
- 15 min
- Length of activity
- Other:

Observation Schedule

When an observation occurs, date and initial the calendar to keep track.

If possible, schedule a member of your administrative team to do check-in observations, preferably one before you begin peer coaching and then again three to six weeks later.

Observation 1:

Date:
Time:
Activity:

Observation 2:

Date:
Time:
Activity:

Observation/Feedback Form

Observing Teacher: _____ Observed Teacher: _____ Target Practice: _____
Date: _____ Activity: _____ Start Time: _____ End Time: _____

Tally each time your peer uses the target practice

--

Record 3 examples of practice use. Be as specific as possible.

Example 1	
Example 2	
Example 3	

Record 1-3 examples of when the target practice could have been used. Include as much detail as possible.

Example 1	
Example 2	
Example 3	

Notes:

--



How will you take date/record information during the observation?

Peer Coaching with Checklists



Can use when you want to target whole routines or activities rather than discrete strategies within a routine or activity



Choose a routine or activity



What strategies do you want to focus on?

What do you need to do to set up a successful activity?
 How will you promote engagement within the activity?
 How will you embed learning opportunities?
 How will you respond to challenging behavior?



Observe during the target activity

Did your peer use the strategies? Take notes!



Provide feedback to your peer

Written notes and/or quick debrief

Feedback Checklists

Mealtime Checklist		
Date:	Teacher:	Observer:
Did the teacher...		
Incidental Teaching Step	✓, -, N/A	Comment
1. Have all of the food prepared and in reach of the teacher.		
2. Market the activity through arranging the materials and "talking up" the activity.		
3. Sit at the child's level to facilitate eye contact. The adult stays at the table with children who have access to food at all times.		
4. Offer choices to every child within 1 minute of joining the meal.		
5. Talk to each child frequently and balanced evenly between the children at the activity according to their target language level .		
6. Utilize specific language/behavioral intervention plans w/ children.		
7. Maintain positive communication towards children (4/5 statements to the child one positive comments about what the child is doing or behavior specific praise).		Tally:
8. Use least-to-most prompting to teach child specific goals during the meal.		
9. Redirect challenging behavior by using strategy appropriate to situation: <ul style="list-style-type: none"> Redirect w/ what child CAN do Praise another child for appropriate behavior AND ignore challenging behavior Block challenging behavior and provide alternative (appropriate for specific child and situation) 		
10. Use a positive affect to "talk up" new and different food options for children to encourage them to taste new things.		

Free Play Checklist		
Date:	Teacher:	Observer:
Did the teacher...		
Incidental Teaching Step	✓, -, N/A	Comment
1. Get activity area ready prior to the introduction of the activity (e.g. market toys).		
2. Show enthusiasm and interest when engaging with kids.		
3. Utilize specific language/behavioral intervention plans w/ children.		
4. Market the activity through arranging the materials and "talking up" the activity.		
5. Talk to each child frequently and balanced evenly between the children at the activity according to their target language level .		
6. Use free play toys (rather than language) in the area to try to re-engage children.		
7. Stay in proximity to the children and engaged in the activity with the children for the majority of the observation (the teacher is not engaging in conversations with other adults).		
8. Maintain positive communication towards children (4/5 statements to the child one positive comments about what the child is doing or behavior specific praise).		Tally:
9. Redirect challenging behavior by using strategy appropriate to situation: <ul style="list-style-type: none"> Redirect w/ what child CAN do Praise another child for appropriate behavior AND ignore challenging behavior Block challenging behavior and provide alternative (appropriate for specific child and situation) 		
10. Scan classroom (at least 1 time per 5 min) to be aware of children and teachers at appropriate.		

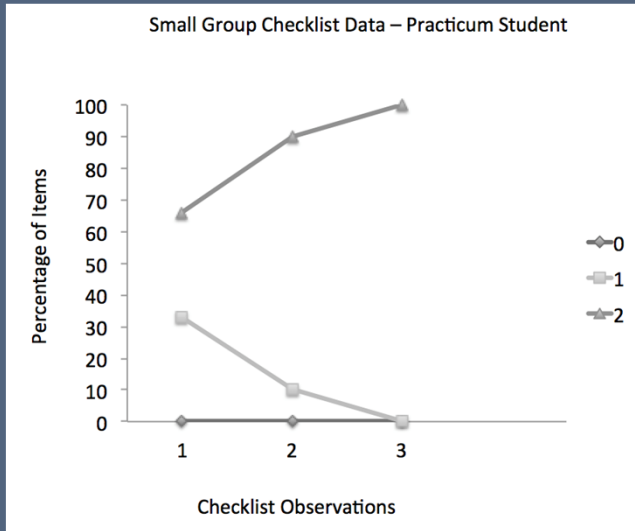
Small Group Checklist			
Teacher:			
Observer	Notes	Notes	Notes
Date:			
Activity:			
1. Did the teacher... score a 2+ on 7/8 of opportunities, 1+ on 7/8 of opportunities, 0 on 7/8 of opportunities, or not applicable during observation?			
2. Were all the materials prepared and in reach at the start of the activity?			
3. Were all prompts at eye-level with the children and engaged in the activity with the children for the majority of the observation? (Teacher task limited to classroom activities)			
4. Offer choices to each child within 1 minute of joining the activity?			
5. Teach to the activity-specific goal to at least 4 of 5 children who attend the activity?			
6. Teach child-specific goal to all children who attend the activity with individualized input?			
7. Encourage friendship skills: 5 play near friends together, 2 give a nonverbal, look to play/ask for material?			
8. Give praise and positive comments to reflect on behaviors that are met in following classroom rules, friendship skills, and problem solving skills?			
9. Talk to each child frequently and balanced evenly between the children at the activity?			
GASA - Susan Gray School			
According to the class schedule?			
10. Offer new/different materials to promote sustained engagement in the activity?			
11. Implement developmentally appropriate strategies in response to challenging behavior? (e.g., redirect, planned ignoring)			
12. Use appropriate BSL strategies to respond to child communication?			
13. Teacher required?			
14. Teacher not required?			

Feedback Checklists

Teacher: Chelle

Small Group Checklist

Observer	AG	AG	AG
Date	6/14	6/11	6/19
Activity	story	snack	snack
Did the teacher... Score a 2=75% of opportunities; 1=50% of opportunities; 0=not observed or not applicable during this observation	1	2	2
1. Have all the materials prepared and is ready at the start of the activity?	2	2	2
2. Stay in proximity at eye-level with the children and engaged in the activity with the children for the majority of the observation *	2	2	2
3. Offer choices to each child within 1 minute of joining the activity or throughout activity	1	1	2
4. Teach to the activity-specific goal to at least 4 of 5 children who attend the activity?	NA	2	2
5. Teach child-specific goal to at all children who attend the activity with individualized goals?	NA	NA	NA
6. Encourage friendship skills: 1-play near friend/together, 2-give a toy/material, 3-ask to play/ask for material?	1	2	2
7. Uses praise and positive comments to reflect on behaviors that are tied into following classroom rules, friendship skills, and problem solving skills?	2	2	2
8. Talk to each child frequently and balanced evenly between the children at the activity	2	2	2



Questions?

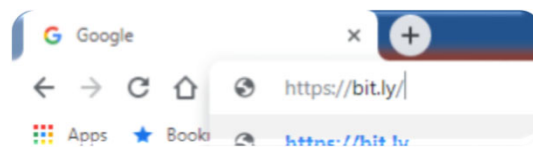
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