Coaching Teachers in the Teaching Pyramid

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Objectives

- Participants will understand the coaching model as it applies to implementation of the teaching pyramid.
- Participants will be able to identify effective strategies and tools to assist with coaching teachers.
- Participants will be able to access resources for coaching teachers in the teaching pyramid.
Coaching The Pyramid Model

Tertiary: Few children

Secondary: Some children

Primary: All children

At ALL Levels Requires Administrative Support

Effective Workforce

High Quality Supportive Environments

Nurturing and Responsive Relationships

Targeted Social Emotional Supports

Intensive Intervention

Assessment based intervention that results in individualized behavior support plans

Systematic approaches to teaching social skills can have a preventive and remedial effect

High Quality early childhood environments promote positive outcomes for all children

Supportive responsive relationships among adults and children is an essential component to promote healthy social and emotional development

Systems and policies promote and sustain the use of evidence-based practices
CSEFEL Teaching Pyramid Video
The Pyramid Model

- Refer to NAEYC’s *Young Children* article: The Teaching Pyramid
  – Available at www.challengingbehavior.org
Training Modules

- 3rd Edition of Training Modules
  - Focused on 2 – 5 year olds
  - Suggested agenda
  - Expanded activities, scripts, handouts
  - More diverse examples and case studies
  - New video clips with guidance for presenters
  - Information on program-wide implementation
- Available in English & Spanish
Infant Toddler Modules
Module 1

- Effective Workforce
- Nurturing and Responsive Relationships
- High Quality Supportive Environments
- Targeted Social Emotional Supports
- Intensive Intervention
You Got It!

Refer to NAEYC’s Young Children article: “You Got It!” Teaching Social and Emotional Skills
CSEFEL Social Skill Video

Practical Strategies for Teaching Social Emotional Skills

www.vanderbilt.edu/csefel
“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”
“If a child doesn’t know how to drive, we teach.”
“If a child doesn’t know how to behave, we……….teach? ………punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”
Process of Individualized Positive Behavior Support (I-PBS)

Step 1: Establishing a collaborative team and identifying goals

Step 2: Gathering information (functional assessment)

Step 3: Developing hypotheses (best guess)

Step 4: Designing behavior support plans

Step 5: Implementing, monitoring, evaluating outcomes and refining plan in natural environments
Training Module 4: Leadership Strategies

Topics included in this module:

- Identifying challenges and barriers to implementing effective practices
- Identifying strategies for addressing barriers and challenges
- Developing program policies and staff development plans that promote the use of effective practices
- Identifying steps to collaborative planning for programs and systems that support all young children’s social-emotional development and addressing challenging behaviors as needed
Effectively Addressing Social Emotional Development is a Systems Issue

- Staff development, training and wellness
- Administrative supports within in programs
- Access to community based expertise/resources
Coaching The Pyramid Model

At ALL Levels
Requires Administrative Support

Effective Workforce

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Intensive Intervention

Few Providers

Some Providers

All Providers

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Coaching The Pyramid Model

Few Providers

Some Providers

All Providers

Coaching The Pyramid Model

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Coaching The Pyramid Model

Few Providers

Some Providers

All Providers
Pyramid Coaching Framework

- Introducing the Teacher/Provider to the Pyramid
- Preparing for Coaching
- Ongoing Professional Development through Coaching
- Pyramid Model Fidelity
## Coaching Impact
Joyce and Showers, 2002

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
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<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>..+Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>...+ Practice &amp; Feedback in Training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>...+ Coaching in Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
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</tbody>
</table>
According to Rush and Shelden, 2008

“Coaching is an evidence-based adult learning strategy used for interacting with parents and other care providers to recognize what they are already doing that works to support child learning and development as well as building upon existing or new ideas.”
Coaching Teachers/Providers

- Occurs between provider and someone with specific expertise based on:
  - The Pyramid Model
  - Joint goal setting
  - Actions that produce results (i.e., behavior change)
  - Skill development

- Different from mentoring
  - Mentors are typically peers
  - Mentors have shared experience
Implementing the Pyramid…

Coaching increases the likelihood that implementation will happen with fidelity.

- **Universal Coaching**
  - Building Relationships/Developing Coaching Partnerships
  - Supportive Environments for Coaching

- **Secondary Coaching**
  - Targeted Coaching for Skill Development

- **Tertiary Coaching - Intensive Interventions**
  - Child Focused Interventions
  - Teacher/Provider Focused Interventions
Coaching Teachers in the Pyramid

- **Nurturing Relationships**
  - Meet with teams, partner
  - Meet one-on-one
  - Respect (pay) teachers time

- **Creating Supportive Environments for the teacher/provider**
  - Discuss content, curriculum, strategies and offer choices

- **Teaching Targeted Social Emotional Supports**
  - Model lessons, plans, strategies

- **Intensive Interventions**
  - Quickly respond (I-PBS)

- **All Levels**
  - Ongoing professional development opportunities/resources are offered
  - Data-based decisions guide next steps
  - Keep it simple
Additional Coaching Activities

Possibilities to consider:
- Group coaching on a topic
- “Live” demonstration, cueing
- Videotape
- Individual coaching
- Individualized intervention
Responsive Mirror Dance Activity

- A reflective activity about teaching and learning
  - You and your partner stand face to face
  - One leads, the other follows by mirroring the leader’s actions/sound
  - Reverse roles
  - Reflect as a large group on the importance of coaching:

  It’s about both teaching and learning
The Role of Coaching
L-E-A-R-N: 360° of Coaching

Evaluate → Action Plan

Look and Listen

New Skill Building

Reflect and Give Feedback

Intensive Intervention
Targeted Social Emotional Supports
High Quality Supportive Environments
Nurturing and Responsive Relationships
Effective Workforce

Lentini, R. & Jack, S.
Look and Listen

- Relationship building is the foundation to good coaching
- Initiation - getting to know each other
- Orientation, policies, procedures
- Mutual conversations (Kinlaw, 1999)
  - Each share information and skills
    - Pyramid Model, Child Development, etc.
    - Intimate information about the children

Lentini, R. & Jack, S.
Look and Listen: Questions to Ask

- What would you like help with?
- What children do you have questions or concerns about?
- What techniques or strategies have you tried? And what happened?
- What supports do you feel you need to be successful?

Lentini, R. & Jack, S.
Tools to Use

- LOOK AND LISTEN Phase
  - Coaching agreement form
  - Setting expectations
  - Adult learning styles

Lentini, R. & Jack, S.
Evaluate by Observing

- Can be planned or spontaneous (Hanft, Rush, & Shelden, 2004)
- Can be anecdotal or formal
- Can be through video, dialogue about past events, interviews, reports, or live observations

Lentini, R. & Jack, S.
Evaluate by Observing: Questions to Ask

- Do you prefer I observe and
  - Take notes to talk at a later time?
  - Comment and ask questions as things occur?
  - Then model some strategies and techniques?
  - Video tape so that we can review together?
Evaluate by Observing: Questions to Ask (continued)

- Could you show me how you ____?
- Let’s give _____ a try, would that be ok?
- Would you like me to try it and then you take a turn?
- Do you feel more comfortable trying this when I am not here?

Lentini, R. & Jack, S.
Tools to Use

EVALUATION phase

- Note-taking
- Coaching log

Lentini, R. & Jack, S.
Action Plan

- Plan for Action and Practice; but remember there will also be those moments that require spontaneous action.
- If providers help with development of a plan they will be more likely to act on it.
- It’s a joint effort, make determinations jointly and offer support.

Lentini, R. & Jack, S.
Action Plan: Questions to Ask

- What would you like to work on?
- What is the first strategy/idea you would like to try?
- What additional information do you need?
- How much time would you like in preparing for my next observation?

**NOTE:** Be ok with silence
- Adults need time to think and process too

Lentini, R. & Jack, S.
Action Planning: Tools to Use to Guide Professional Development and Data-Based Decision Making

- Brainstorm Lists
- Anecdotal Notes
- Classroom Data
- Child Assessment Information
- Classroom Observation Tools (e.g., TPOT, ECERS)
- Action Planning Form
- TTYC Routine Based Support Guide and Teacher Support Planning Sheet
  - (www.challengingbehavior.org)

Lentini, R. & Jack, S.
Reflect and Give Feedback

- This can happen throughout coaching; it is ongoing
- Coach asks reflective questions
- Coach gives feedback
- Coach provides resources and information for continued learning
- Coach encourages, affirms, and acknowledges
- Feedback should occur from both the coach and the provider

Lentini, R. & Jack, S.
Encourage, Affirm & Acknowledge...

- Coach encourages, affirms, and acknowledges:
  - You really got it when you _____,
  - I enjoyed the way you _____,
  - I would love to share with others how you _____, etc.
Giving Feedback…

- Feedback should occur from both the coach and the provider
  - I heard you say…,
  - I see…,
  - I understand…,
  - You seem (feeling), etc.
Reflect and Feedback: Open-Ended Questions to Ask (Hanft, Rush, & Shelden, 2004)

- Objective Questions (who, what, when, where, how)
- Interpretive Questions (asks for the learner’s interpretation and what to do next)
- Comparative Questions (compares the learners past to present)
Reflect and Feedback:

Objective Questions (who, what, when, where, how)
- What is happening with _____?
- What are you doing about _____?
- What have you tried with _____?
- When does _____ have challenging behavior?
Reflect and Feedback:

- Interpretive Questions (asks for the learner’s interpretation and what to do next)
  - What is he communicating when he _____?
  - What do you think would happen if _____?
  - Why do you think_____?
Reflect and Feedback:

- Comparative Questions (compares the learners past to present)
  - Knowing that now, how would you do it the next time?
  - How does this relate to your professional development?
  - How does this compare to _____?
Focus Specifically on Strengths-based Praise and Encouragement

- It’s important to identify areas of pyramid practices
  - Self-identify strengths
  - Past successes builds confidence for new learning
  - Specific information makes praise more comfortable
  - Develop a strengths-based praise agreement with co-workers
JUST A NOTE TO SAY....YOU ARE DOING A GREAT JOB!

This certificate is awarded to

in recognition of valuable contributions to

Hillsborough County Head Start/Early Head Start

Signature

Date
Sugar Grams

- Just a spoonful of sugar helps the medicine go down...
  - You are ...
  - You have...
  - You can...
New Skills Building: Stages of Learning

- **Show and Tell**
  - **Acquisition** – new skill or concept

- **Practice Makes Perfect**
  - **Fluency** – the ability to immediately use the skill or concept without a prompt

- **You Got It!**
  - **Maintenance** – continuing to use the skill or concept over time
  - **Generalization** – applying the skill or concept to new situations, people, activities, ideas, and settings
Identifying Teachable Moments
(When coaching has an impact!)
L-E-A-R-N: 360° of Coaching

- Evaluate
- Action Plan
- Reflect and Give Feedback
- Look and Listen
- New Skill Building

Center on the Social and Emotional Foundations for Early Learning
Fidelity of Intervention

- Fidelity = degree to which interventions are carried out as planned
- Determined by accuracy and consistency of implementation
- Fidelity is reduced by:
  - Complex interventions
  - Unclear directions or specific instructions
  - Provider knowledge, history, or expectations

Gomez, Walls, & Baird (2007)
Fidelity of Intervention

To improve fidelity of interventions:
– Provide moderate levels of specificity
– Monitor intervention implementation through self-checks or observations (i.e., fidelity checklists)
Keep it up!

Maintain fidelity over time with:

- Ongoing monitoring & feedback
- Praise & incentives
- Effective problem solving
Coaching Teachers/Providers

Regular coaching sessions consist of the LEARN process:

- **Look and Listen**
  - How are you doing?

- **Evaluate by Observing**
  - Progress check: what have you accomplished since we last met?

- **Action Plan**
  - Work for today: set priorities and a timeline

- **Reflect and Give Feedback**
  - Where should we go from here? (i.e., actions items, questions for reflection, resources needed)

- **New Skill Building**
  - Continual teaching through the Stages of Learning
    - Show and Tell (Acquisition)
    - Practice Makes Perfect (Fluency)
    - You Got It! (Maintenance/Generalization)
Sister Centers: Resources at Your Fingertips

- **Center on the Social and Emotional Foundations for Early Learning**
  - (CSEFEL)
  - [http://www.vanderbilt.edu/csefel/](http://www.vanderbilt.edu/csefel/)

- **Technical Assistance Center on Social Emotional Intervention for Young Children**
  - (TACSEI)
  - [www.challengingbehavior.org](http://www.challengingbehavior.org)
CSEFEL Resource

- Training Modules/Handouts/Videos
- Practical Strategies
- What Works Briefs/Training Kit
- Family Training Modules/Tools
- Decision Making Guides
- State Planning Tools
- Videos
- Chats
TACSEI Resources

- Facts About Young Children with Challenging Behavior
- Recommended Practices
- Positive Solutions for Families
- Case Studies
- Consultant Bank
- Policies and Systems
- Presentations
- Publications and Briefs
- Resources and Tools
This is not your typical conference! Come to Florida for intensive workshops where you can expect practical strategies for supporting a positive approach to social emotional development. Get real solutions to behavior challenges in early childhood settings!

Sheraton Sand Key Resort
Clearwater Beach, Florida
March 22-25, 2009

For Information about session, presenters, travel or to register online:
www.addressingchallengingbehavior.org
call (406) 543-0872  email nti@dec-sp ed.org
Additional Coaching Resources

- Center for the Advanced Study of Excellence (CASE)
  - http://fippcase.org/
- Competencies for Effective Coaching
  - http://www.mnsmart.metrostate.edu
- The Center for Teaching Quality
  - http://www.teachingquality.org
- Instructional Coaching: Kansas Coaching Project
- National Staff Development Council
  - www.nsdc.org
- Teacher Leader Network
  - http://www.teacherleaders.org/old_site/Resources/coaching.html
Reflections

- Questions
- Answers