

**Using PBC to Support Positive Interactions**

November 26, 2018

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NATIONAL CENTER ON  
 Early Childhood Development, Teaching and Learning

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**Session Objectives**

At the end of this presentation, you should be able to:

- Identify effective practices that support positive interactions between all adults and children
- Discuss ideas and strategies to use coaching to enhance these practices
- Explore resources you can use in coaching and ongoing professional development to support positive interactions between adults and children

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Let's Chat



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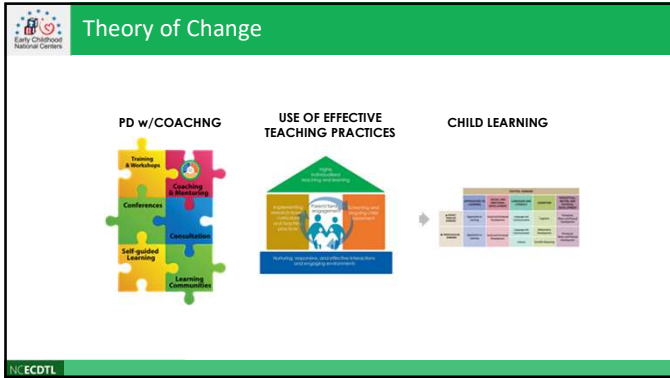
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Using Data Related to Interactions to Determine Focus for Coaching

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What sources are you using to find practices that can support positive interactions?

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Scenario

ABC Community Action Agency has identified the foundation of the house as an area of need for their program. They have decided to focus coaching on practices that support nurturing, responsive and effective interactions, specifically social and emotional support.

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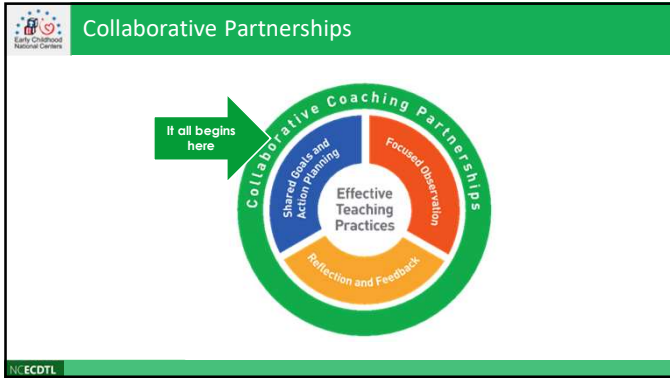
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### Tonya's Needs Assessment

Teaching Practices	I am doing this now...		I want to do this...		Rank of Priority for Coaching	In-service Suites
	Not at all	All the time	Not at all	All the time		
<b>Social and Emotional Support</b>						
1. I have positive relationships with the children in my early learning setting by engaging in conversations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	Fostering Connections
2. I notice and respond to children's needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	Being Aware of Children's Needs
3. When I talk to children, I am generally positive, calm, and supportive.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Fostering Connections; Creating a Caring Community
4. I use a child's interests to guide interactions and plan activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5	Following Children's Lead; Creating a Caring Community
5. I provide opportunities for children to take on meaningful roles in the early learning setting.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6	Giving Children Responsibilities
6. I use strategies that encourage children to help each other.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4	Giving Children Responsibilities

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### Putting It into Practice: Shared Goals and Action Planning

Teaching Practices	I am doing this now...		I want to do this...		Rank of Priority for Coaching	In-service Suites
	Not at all	All the time	Not at all	All the time		
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Step 1. Complete and review needs assessment ✓  
 Step 2. Set Goals  
 Step 3. Develop an action plan

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### Putting It into Practice: Shared Goals and Action Planning

Step 1. Complete and review needs assessment ✓  
 Step 2. Set Goals ✓  
 Step 3. Develop an action plan

**The goal I will work on in my classroom:** Engage in conversations with at least 3 children during both outdoor play and mealtime.

**I will know I achieved this when:** I have had a conversation with at least 3 children during both outdoor play and mealtime daily for 2 weeks.

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**Putting It into Practice: Shared Goals and Action Planning**

Step 1. Complete and review needs assessment ✓  
 Step 2. Set Goals ✓  
 Step 3. Develop an action plan ✓

Steps to achieve this goal:	Resources needed:	By when:
I will select 3 children to target for mealtime and outdoor play (different children each activity and day)	Sign-in sheet	This is ongoing each day
Send home "My Favorite Things" survey to families to fill out to find more about the interests of the family/children	My Favorite Things Survey (provider created)	Monday
Using survey results brainstorm conversation starters	Completed surveys and coach	Following Monday
Start having conversations with children	Conversation starters	Tuesday

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**Focused Observation**

Watch and listen  
 Record information about the observation  
 Use coaching strategies



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**Reflection and Feedback**



- Reflect on observation and progress.
- Give and receive feedback.
- Problem-solve.
- Use coaching strategies.

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**Let's Chat**

How do you prepare for reflection and feedback meetings with your coachee's?



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**Putting It into Practice: Reflection and Feedback**

Focused Observation Log	Reflection and Feedback
<p>What I Observed: During Mealtime</p> <ul style="list-style-type: none"> <li>- T says, "Jose what did you do when you went home yesterday?" C. replies, "I played with my brother and cousin outside." T. asked, "what did you play?" C. " We played Paw Patrol." T. asked, "which character were you?"</li> <li>- T talked to another child for 4 back and forth exchanges</li> </ul>	<p>What I want to share or ask:</p> <p>What worked well? How did you feel?</p> <p>It was great to see you having conversations with 2 children!</p> <p>I noticed in both conversations you were asking children questions to extend the conversation.</p> <p>How do you think you could include more children in conversations at lunch?</p> <p>Would you do anything differently next time?</p>

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**Putting It into Practice: Reflection and Feedback**

Steps to achieve this goal:	Resources needed:	By when:
I will select 3 children to target for mealtime and outdoor play (different children each activity and day)	Sign-in sheet	This is ongoing each day
Send home "My Favorite Things" survey to families to fill out to find more about the interests of the family/children	My Favorite Things Survey (provider created)	Monday Completed 10/1/2018
Using survey results brainstorm conversation starters	Completed surveys and coach	Following Monday Completed 10/8/2018
Start having conversations with children	Conversation starters	Tuesday
I will access the Fostering Connections In-Service Suite	Coach sends link for In-Service Suite	Wednesday
Coach will provide a gestural prompt to me during observation to point out opportunities for conversations	Coach observation	Following Monday

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Resources



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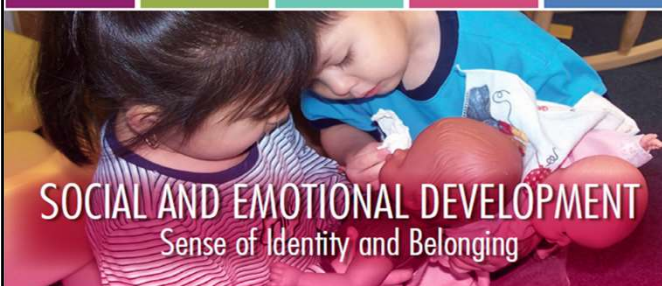
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Head Start Early Learning Outcomes Framework (ELOF)  
Effective Practice Guides



**SOCIAL AND EMOTIONAL DEVELOPMENT**  
Sense of Identity and Belonging

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 ELOF2GO App



A **mobile resource** that provides **on-the-go access to the ELOF goals** for children and **effective practices** in support of those goals.

Designed for **teachers, family child care providers, and home**

VISIT US



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**In-service Suites**

Home Read Start Child & Overview Policy & Regulation 15/16 Resource Collaboration & Partnerships Data & Reports

**Early Childhood Development, Teaching, and Learning**

15/16 System

Home and Safety  
Cultural and Linguistic Responsiveness  
Program Management and Fiscal Operations  
Early Childhood Development, Teaching, and Learning  
Effective Practice  
Engaging Interactions and Environments  
Research-Based Curricula and Teaching Practices  
Ongoing Child Assessment  
Highly Individualized Teaching and Learning  
Transition to Kindergarten  
Practice-Based Coaching

Effective Practice Transition to Kindergarten Practice-Based Coaching

**15-minute In-service Suites**

These 15-minute In-service Suites are a professional development resource for staff in busy, active early childhood centers and programs. They are organized around one topic or big idea and address effective teaching and assessment practices. For more information on how to use them, read the [Guide to the 15-minute In-service Suites](#) (PDF, 140). To learn how the 15-minute In-service Suites connect to the domains and dimensions of the Classroom Assessment Scoring System (CLASS™), visit the [Crosswalk of NCEC's In-service Suites with the CLASS™](#).

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**National Center on Pyramid Model Innovations**

**NCPMI**

About - Pyramid Model - Implementation - Training & Technical Assistance - Pyramid Nation

CSEFEL  
Pyramid Model  
TACSEI

When great efforts come together, amazing things happen.

National Center for Pyramid Model INNOVATIONS

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**DEC Recommended Practices**

<http://www.dec-spед.org/recommendedpractices>

Division for Early Childhood  
Recommended Practices

Recommended Practices

Download the Recommended Practices

Download the Glossary

Download the Recommended Practices with Examples

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**Head Start Center for Inclusion**

Head Start center for inclusion

We are funded by the Office of Head Start

about us

- for teachers and classroom staff
- for disabilities coordinators
- for supervisors and coaches
- for trainers
- for family service providers
- for families
- classroom visuals & signage
- videos
- modules

Our overarching goal is to increase the competence, confidence, and effectiveness of personnel in Head Start programs to include children with disabilities. Look here for training materials, links for teachers and coordinators, as well as other resources.

12/10/2017

**What's New!**

Visual Supports: "How To" Directions  
Click to see the latest addition to Visual Supports. Learn how to make and how to use the concepts of visual aids HSCJ has available.

Spanish Enriched Learning Opportunities  
ELO module additions include Spanish-translated Supervision Guide, Tips for Teachers, and more.

Spanish Curriculum Modifications  
HSCJ expands its Spanish content with Curriculum Modifications & Adaptations.

View all news items >

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**Text4Teachers**



To sign up:

**Text ECDTL (MAESTROS for Spanish) to the number 22660**

- T4T is a mobile messaging platform for teachers and staff from EHS, HS & CC Centers & FCC Settings.

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**Be in the know!**  
**Subscribe to Text4HomeVisitors**

Sign-up to receive 2 FREE SMS messages per month with access to information, tips, research and resources to strengthen and support the delivery of Head Start home-based services.

To sign up, text **HOME** to 22660.  
Text **STOP** to 22660 to cancel  
Text **HELP** to 22660 for technical help



Text 4 Home Visitors

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 Thank you!



Contact us at  
ecdtl@ecetta.info or  
call (toll-free)  
1-844-261-3752

Evaluation Link:



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