



Coaching Corner Series

May 18, 2022

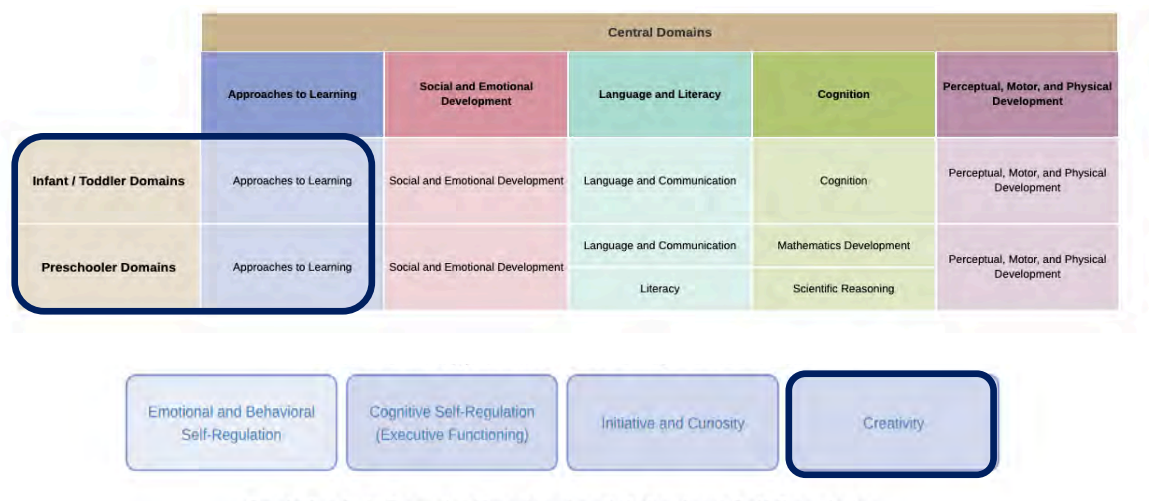
Creativity: Strategies to Promote Creativity for All

Viewer's Guide

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (ELOF)

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

This year, we have focused on the Approaches to Learning domain of the ELOF. The link above takes you to the interactive ELOF where you can click on the domains and sub-domains. Within each sub-domain, you will find goals for infants/toddlers and/or preschoolers.



Goals for Sub-Domain: Creativity

Goals for Infants and Toddlers

- IT-ATL 8. Child uses creativity to increase understanding and learning.
- IT-ATL 9. Child shows imagination in play and actions with others

Goals for Preschoolers

- P-ATL 12. Child expresses creativity in thinking and communication.
- P-ATL 13. Child uses imagination in play and interactions with others



National Center on
Early Childhood Development, Teaching, and Learning

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Recipe for Creativity

C – Child/Coachee-Directed

R – Risk-Friendly

E – Exploratory

A – Active

T – Time for Imagination

E – Exchange of Ideas

Notes:

<https://thegeniusofplay.org/genius/expert-advice/articles/six-ways-to-promote-creativity-in-children.aspx>

**MINDFUL MOMENT***Interview with Kiersten Kinder*

1. What are some of your favorite ways to promote creativity in children?

2. What are some ways that a coach can encourage a coachee to be more creative within the context of coaching?



3. What are some ways a coach can infuse creativity into their own practice?



COACHING AND PRACTICE

Coachee's Goal:

I will support parents to incorporate the use of imaginary play to work on emerging social skills (e.g., taking turns, cooperation, etc.), by planning collaboratively with the parents when and how to incorporate social skills in imaginary play and prompting parents in the moment during home visits.



PBC Coach Competency Connection

Domain 2: Collaborative Partnerships

c) Demonstrates flexibility that builds on respectful interests in learning about diverse cultures and languages of coachees and the children and families they support, to establish mutually respectful and effective coaching relationships.



VIDEO REFLECTION

<https://www.draccess.org/videolibrary/HonoringFamilyCulturePart1>

Observe

Use the space below to take notes about what you observe the coachees doing/saying as well as what the children/parent are doing/saying and how they are responding.

Notes:



Reflect

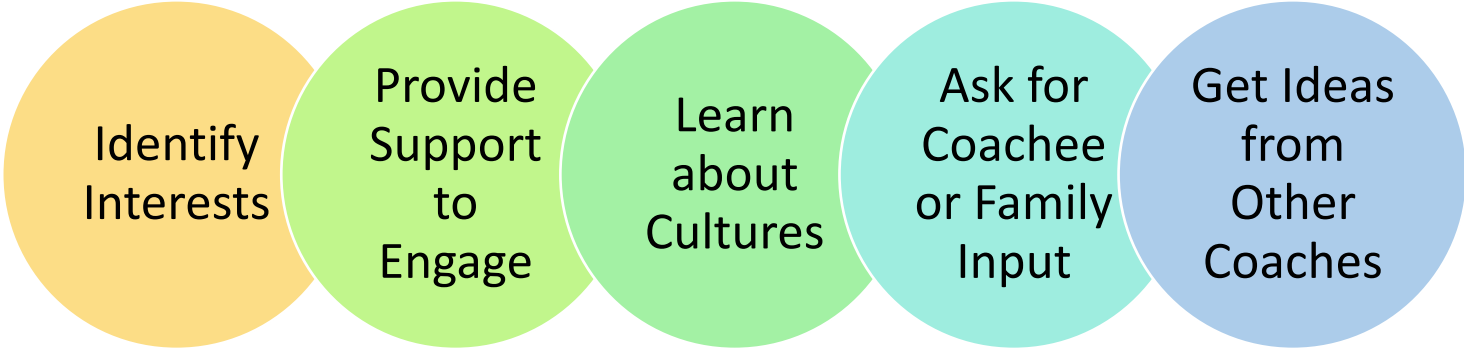
1. Is the parent working on incorporating social skills through play? What went well?
2. In what ways were culture and interests of the family incorporated in this home visit?
3. Think about the collaborative partnerships you see in this video clip. What are some things you noticed? What are some things you might be interested in trying as a coach or suggesting to a coachee?

**FOCUS ON EQUITY*****Creativity and Culture***

- Culture shapes creativity
- Culture influences implicit (unrecognized) and explicit (clearly stated) ideas of creativity
- Culture can also play a role in the way gender and creativity are viewed

Notes:

Tips for fostering creativity



Identify
Interests

Provide
Support
to
Engage

Learn
about
Cultures

Ask for
Coachee
or Family
Input

Get Ideas
from
Other
Coaches



KOKO'S CORNER

How could the Head Start Coaching Companion resource library be useful to you?

Resource library highlights:

- The resource library is a collection of videos, tip sheets, PDFs, and links.
- Resources can be added to any action step or focused observation.
- You can view a resource from the library that is attached to an action step or focused observation again and again.



RESOURCES

Practice-Based Coaching Resources

Practice-Based Coaching Coach Competencies

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/psc-coach-competencies.pdf>

Other ECLKC Resources

Head Start Early Learning Outcomes Framework and related resources



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English: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>
Spanish: <https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/marco-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos>

Approaches to Learning Effective Practice Guides

English: <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/approaches-learning>
Spanish: <https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/effective-practice-guides/introduccion>

Playful and Fun Learning Environments for Infants and Toddlers

English: <https://eclkc.ohs.acf.hhs.gov/publication/playful-fun-learning-environments-infants-toddlers>
Spanish: <https://eclkc.ohs.acf.hhs.gov/es/publicacion/entornos-de-aprendizaje-ludicos-y-divertidos-para-bebes-y-ninos-pequenos>

News You Can Use: Play

English: <https://eclkc.ohs.acf.hhs.gov/curriculum/article/news-you-can-use-play>
Spanish: <https://eclkc.ohs.acf.hhs.gov/es/curriculo/articulo/hablemos-de-el-juego>

15-Minute In-Service Suites: Make-Believe Play

<https://eclkc.ohs.acf.hhs.gov/video/make-believe-play>

Play Promotes Early Development: It's Time for Play!

<https://eclkc.ohs.acf.hhs.gov/curriculum/article/play-promotes-early-development-its-time-play>

Healthy Gender Development in Young Children

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/healthy-gender-development.pdf>

Other Resources

Creativity for Adults

<https://www.psychologytoday.com/intl/basics/creativity>

Approaches to Learning: Creativity, Inventiveness, & Imagination

Illinois Early Learning Guidelines: For Children Birth to Age Three (IELG)

English: <https://illinoisearlylearning.org/ielg/creativity/>
Spanish: <https://illinoisearlylearning.org/es/ielg/creativity-sp/>

Ideas.Ted.Com

10 Tips for Cultivating Creativity in Your Kids

<https://ideas.ted.com/10-tips-for-cultivating-creativity-in-your-kids/>



The Genius of Play

Six ways to Promote Creativity in Children (CREATE Framework)

<https://thegeniusofplay.org/genius/expert-advice/articles/six-ways-to-promote-creativity-in-children.aspx>

National Center for Pyramid Model Innovations (NCPMI)

Visuals, scripted stories, family handouts, coaching resources/webinars, and so much more! Most resources available in Spanish!

<https://challengingbehavior.cbcs.usf.edu/>

Pyramid Model Equity Coaching Guide

<https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html>

Technology, Online Communities, and Applications

Coaching Companion

Request access

<https://eclkc.ohs.acf.hhs.gov/join-head-start-coaching-companion>

Already a Coaching Companion user? Login

<https://eclkc.ohs.acf.hhs.gov/cas/login>

Have a question or need help with Coaching Companion? Email coachingcompanion@eclkc.info.

MyPeers (online community)

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>

- Practice-Based Coaching Community

Mobile Apps

- ELOF2GO Mobile App (available as MiELOF on the Apple App Store and on Google Play)
<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>
- ELOF@Home Mobile App
<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>



COACHEE NAME: _____

DATE: _____

AGE GROUP: INFANT/TODDLER EXAMPLE

Effective Practice	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
INTERACTIONS								
1. Repeat back sounds children make to encourage their emerging ability to imitate.	1	2	3	4	5			
2. Connect imaginary play to their favorite books to connect to real-life experience with those in books.	1	2	3	4	5			
ENVIRONMENT								
3. Stock interest areas with props and open-ended objects that encourage imaginative play.	1	2	3	4	5			
4. Create spaces where two or three toddlers can play together.	1	2	3	4	5			
INDIVIDUALIZATION								
5. Extend creative play by offering new props, commenting on the action, and joining in when appropriate.	1	2	3	4	5			
6. Scaffold emerging social skills, such as taking turns and cooperation, that children use in imaginary play.	1	2	3	4	5			



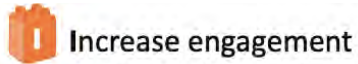
COACHEE NAME: _____

DATE: _____

AGE GROUP: PRESCHOOL EXAMPLE

Effective Practice	I am doing this...					Change needed?	Priority rank	Notes
	Not at all		All the time					
INTERACTIONS								
1. Invite children to share with others the process they used to create a piece of art, block structure, sidewalk chalk drawing, or other creation.	1	2	3	4	5			
2. Ask open-ended questions that promote divergent thinking (seeing things from different viewpoints) so children can stretch their thinking skills.	1	2	3	4	5			
ENVIRONMENT								
3. Introduce prop boxes filled with items that engage children’s creativity and imaginative play.	1	2	3	4	5			
4. Follow a schedule with long blocks of time so children can make and carry out their plans	1	2	3	4	5			
INDIVIDUALIZATION								
5. Offer a wide variety of books, materials, and tools that support each child’s creativity. Adapt items as needed to allow access for all children.	1	2	3	4	5			
6. Observe a child engaged in the creative process and respond with descriptive verbal encouragement or new props and materials.	1	2	3	4	5			





Increase engagement



Scaffold with cues and prompts

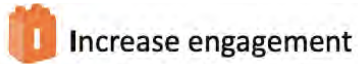
COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		INFANT/TODDLER EXAMPLE
<p>The goal I will work on: <i>I repeat back sounds or words that children use during play by repeating what they say and extending by adding more information (e.g., "Ball? You want to play ball with ____, don't you.") to encourage them to learn vocabulary and support their imitation abilities during play.</i></p>		
<p>I will know I achieved this when: <i>I repeat and extend for all children at least 2 times a day for a week.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Role play with my coach</i>	<i>Coach</i>	<i>5/11</i>
<i>Meet with my assistant to talk about this practice and taking data on each other related to this practice</i>	<i>Assistant teacher</i>	<i>5/13</i>
<i>Take data on roster of children to tally when I repeat and extend for each child</i>	<i>Roster, assistant teacher</i>	<i>5/16</i>
NOTES:		





Increase engagement



Scaffold with cues and prompts

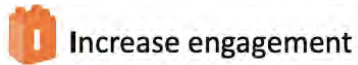
COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		HOME VISITING EXAMPLE
<p>The goal I will work on: <i>I will support parents to increase the use of imaginary play to support their child's emerging social skills, such as taking turns and cooperation, by planning collaboratively when and how to incorporate social skills in imaginary play and prompting parents in the moment during home visits.</i></p>		
<p>I will know I achieved this when: <i>I have talked through at least 2 social skills and 2 play schemes with parents and have observed at least 1 instance of a parent using these strategies during a home visit.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Coach will send a list of social skills with a task analysis of how to teach the skills</i>	<i>Coach, task analysis</i>	<i>5/11</i>
<i>Brainstorm with parents about social skills the children need to work on and identify 2 priorities</i>	<i>Parents/home visitor discussion</i>	<i>5/16</i>
<i>Talk with parents about their child's favorite play schemes and make a list of ideas for how to incorporate the 2 priorities into play</i>	<i>Parents/home visitor discussion; jointly create list during the visit</i>	<i>5/16</i>
NOTES:		





COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN

PRESCHOOL EXAMPLE

The goal I will work on:

During center time, I will ask children to share how they created (a piece of art, block structure, sidewalk chalk drawing, or other creation) by asking open-ended questions, commenting on their responses, and asking follow-up questions to get children to explain their thinking.

I will know I achieved this when:

I do this with at least 5 children during center time each day for a week.

STEPS TO ACHIEVE THIS GOAL:

RESOURCES NEEDED:

DATE:

Post open-ended question prompts on the shelves to remind me to ask questions

Open-ended questions prompt (coach sending)

5/11

Use class roster to tally who I do this with; write the first letter of the day of the week to know the frequency (e.g., Simon I M, I T, I Th)

Class roster

5/16

NOTES:

