



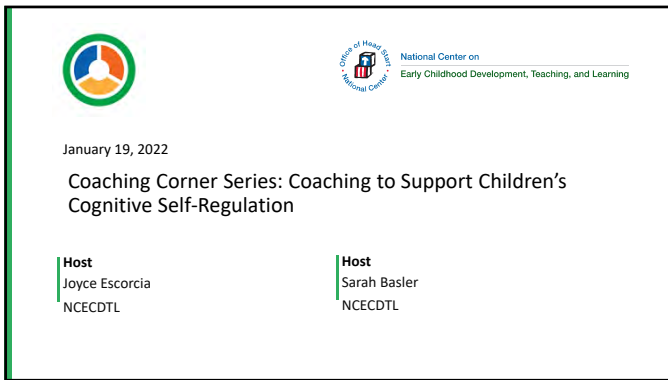
While You're Waiting

We encourage you to download the following documents from the Resource List widget:

- PowerPoint slides handout
- Viewer's Guide

National Center on Early Childhood Development, Teaching, and Learning

1



January 19, 2022

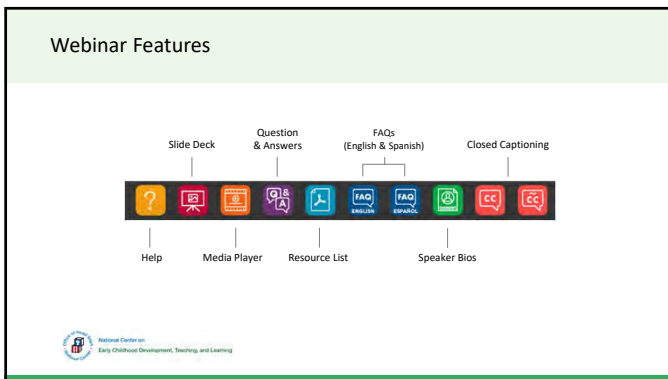
Coaching Corner Series: Coaching to Support Children's Cognitive Self-Regulation

Host
Joyce Escorcía
NCECDTL

Host
Sarah Basler
NCECDTL

Office of Head Start National Center on Early Childhood Development, Teaching, and Learning

2



Webinar Features

Slide Deck Question & Answers FAQs (English & Spanish) Closed Captioning

Help Media Player Resource List Speaker Bios

National Center on Early Childhood Development, Teaching, and Learning

3



Presenters



Joyce Escorcía
NCECDTL

Sarah Basler
NCECDTL



4



National Center on
Early Childhood Development, Teaching, and Learning


Guest Expert

Amelia Bachleda, Ph.D.
NCECDTL

Institute for Learning & Brain Sciences (I-LABS)
University of Washington

5

Integrated Approach




6

Teacher Time Basics

- B** Behavioral expectations in advance
- A** Attend to and encourage appropriate behavior
- S** Scaffold with cues and prompts
- I** Increase engagement
- C** Create or add challenge
- S** Specific feedback

7




Learning Goals

- Identify ways to promote cognitive self-regulation (executive functioning skills in infants, toddlers, and preschool-aged children)
- Discuss ways coaches can support their own executive functioning skills and the skills of their coachees
- Explore resources that coaches can use to support coachees' use of these skills with children and families


National Center on Early Childhood Development, Teaching, and Learning

8



Viewer's Guide
Print and follow along!

National Center on Early Childhood Development, Teaching, and Learning



9

Head Start Early Learning Outcomes Framework (ELOF)

Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five
A guide to what children should know and do in five essential developmental domains

National Center on Early Childhood Development, Teaching, and Learning

10

Domain: Approaches to Learning

- Focuses on how children learn
- Refers to the skills children use to engage in learning
- Incorporates emotional, behavioral, and cognitive self-regulation as well as initiative, curiosity, and creativity

11

Sub-Domains

Emotional and Behavioral Self-Regulation

Cognitive Self-Regulation (Executive Function)

Initiative and Curiosity

Creativity

National Center on Early Childhood Development, Teaching, and Learning

12

Pulse Check!
Are you familiar with the Head Start Early Learning Outcomes Framework (ELOF)?

Yes No

National Center on Early Childhood Development, Teaching, and Learning

13

Cognitive Self-Regulation (Executive Functioning)

Goals for Infants and Toddlers

- IT-ATL 3. Child maintains focus and sustains attention with support.
- IT-ATL 4. Child develops the ability to show persistence in actions and behavior.
- IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior

14

Cognitive Self-Regulation (Executive Functioning)

Goals for Preschoolers

- P-ATL 5. Child demonstrates an increasing ability to control impulses.
- P-ATL 6. Child maintains focus and sustains attention with minimal adult support.
- P-ATL 7. Child persists in tasks.
- P-ATL 8 Child holds information in mind and manipulates it to perform tasks.
- P-ATL 9. Child demonstrates flexibility in think and behavior.

15


Developmental Progression

Developmental Progression			Indicators
Birth to 9 Months	9 to 18 Months	18 to 36 Months	By 36 Months

Developmental Progression			Indicators
36 to 48 Months	48 to 60 Months		By 60 Months

**** For each goal, there is a developmental progression.****

16



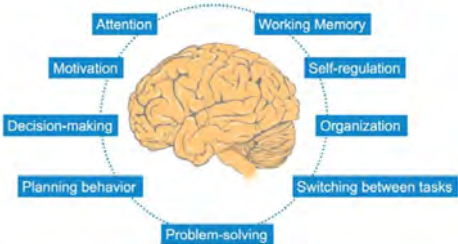
Mindful Moment

National Center on Early Childhood Development, Teaching, and Learning

17

Mindful Moment

What is executive function?

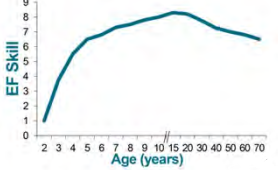
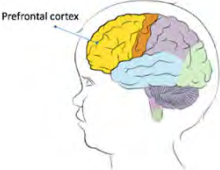


The diagram shows a central brain surrounded by ten executive function skills: Attention, Working Memory, Self-regulation, Organization, Switching between tasks, Problem-solving, Planning behavior, Decision-making, Motivation, and Decision-making.

18

Mindful Moment


What are some things coaches can do to help support the executive functioning of children and families they work with?



Zelazo et al., 2013; Carlson & Zelazo, 2015

19

Mindful Moment



20

Mindful Moment

What are some things a coach can do to support the executive functioning of the coachee?



21

 PBC Coach Competency Connection

Domain 2: Collaborative Partnerships

d) Uses self-awareness and self-management to establish and maintain trusting relationships that promote ongoing mutual respect.




22

 Mindful Moment


What can a coach do to support their own executive functioning?



23



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



24

Coaching and Practice

National Center on
Early Childhood Development, Teaching, and Learning

25

How do you feel about creating shared goals?

- a) I feel confident creating shared goals.
- b) I feel somewhat comfortable creating shared goals.
- c) I would love more practice to feel confident creating shared goals.

National Center on
Early Childhood Development, Teaching, and Learning

26

Action Plan Quality Checklist

Action Plan Quality Checklist

Instructions: Evaluate the quality of your Action Plan using the checklist. Read each indicator and circle "yes" or "no" in the boxes provided.

Action Plan Component	Yes / No
Goal	
• Does the goal include one or more specific actions a coachee will do?	Yes No
• Can the actions be counted or measured?	Yes No
<i>Clarify:</i> If you answered no to either indicator above, revise the goal or be sure to that your goal achievement statement includes specific actions you can hear or see and that can be counted.	
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	Yes No


National Center on
Early Childhood Development, Teaching, and Learning

27

PBC Coach Competency Connection

Domain 3: Goal Setting and Action Planning

b) Collaborates with the coachee in the development of goals that are specific, measurable, and achievable within a specific period of time.




28

Coaching and Practice

I will model flexibility and persistence.

- Does the goal include one or more specific actions a coachee will do?
- Can the actions be counted or measured?
- Is it clear when these practices will be implemented by coachee?



Type how you would revise this goal in the Q & A

29

Coaching and Practice

I will model flexibility and persistence.

I will model flexibility and persistence by verbally pointing out when I make a mistake or have a problem (e.g., "Uh oh! We ran out of blue paper – I'll use red instead.") during free play.

30

Coaching and Practice

Notice and comment on a child's use of impulse control.

- Does the goal include one or more specific actions a coachee will do?
- Can the actions be counted or measured?
- Is it clear when these practices will be implemented by coachee?

Q & A **Type how you would revise this goal in the Q & A**

31

Coaching and Practice

Notice and comment on a child's use of impulse control.

I will comment on children's use of impulse control (e.g., using calming strategies, kind words, and gentle touches) during centers by providing positive descriptive feedback ("Zion, you stayed so calm when art was full.").

A Attend to and encourage appropriate behavior

32

Coaching and Practice

Follow a predictable schedule so children gain a general idea of what will happen at different times of the day.

- Does the goal include one or more specific actions a coachee will do?
- Can the actions be counted or measured?
- Is it clear when these practices will be implemented by coachee?

Q & A **Type how you would revise this goal in the Q & A**

33

Coaching and Practice

Follow a predictable schedule so children gain a general idea of what will happen at different times of the day.

I will review the schedule at morning snack, before outside time, and after nap so that children know what will happen at different times of the day.

34

COACHEE NAME: _____ DATE WRITTEN: _____ DATE ACHIEVED: _____


ACTION PLAN **INFANT/TODDLER EXAMPLE**

The goal will work on:
I will create, post, and refer to a visual schedule throughout the day. I will review the schedule at morning snack, before morning outside time, and after nap.


I will know I achieved this when:
When I have created and posted a schedule and referred to it at least 3 times a day for 2 weeks.

STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
Make visual schedule with main activities and routines.	Pictures from classroom, poster board, Velcro, and laminator	11/1
Post and refer to visual schedule at least 3 times a day and more if certain children are interested or are curious when they go home for the day.	Visual schedule	11/2


NOTES:
 Coach will observe between morning snack and outside time.




35



Action Plan in Action!





36



Reflection

National Center on
Early Childhood Development, Teaching, and Learning

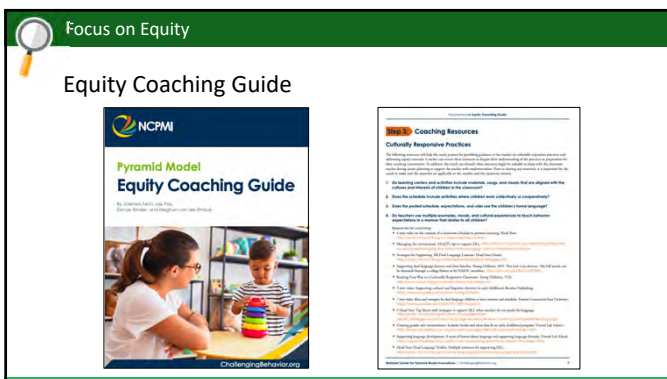
37



Focus on Equity

National Center on
Early Childhood Development, Teaching, and Learning

38



Focus on Equity

Equity Coaching Guide

NCEM
Pyramid Model
Equity Coaching Guide

By Deborah Davis, Lisa Pyle,
Dorcas Bostrom, and Angela L. Corcoran

Challenge.org/behavior.org


Coaching Resources

Culturally Responsive Practices

The following resources are used to inform the development of this guide. For additional resources please visit www.nceml.org. Resources are listed in the order they were used in the development of this guide. For more information on these resources, please visit the links provided.

1. [Equity Coaching Guide](#) (2021) by NCEM
2. [Equity Coaching Guide](#) (2021) by NCEM
3. [Equity Coaching Guide](#) (2021) by NCEM
4. [Equity Coaching Guide](#) (2021) by NCEM
5. [Equity Coaching Guide](#) (2021) by NCEM
6. [Equity Coaching Guide](#) (2021) by NCEM
7. [Equity Coaching Guide](#) (2021) by NCEM
8. [Equity Coaching Guide](#) (2021) by NCEM
9. [Equity Coaching Guide](#) (2021) by NCEM
10. [Equity Coaching Guide](#) (2021) by NCEM
11. [Equity Coaching Guide](#) (2021) by NCEM
12. [Equity Coaching Guide](#) (2021) by NCEM
13. [Equity Coaching Guide](#) (2021) by NCEM
14. [Equity Coaching Guide](#) (2021) by NCEM
15. [Equity Coaching Guide](#) (2021) by NCEM
16. [Equity Coaching Guide](#) (2021) by NCEM
17. [Equity Coaching Guide](#) (2021) by NCEM
18. [Equity Coaching Guide](#) (2021) by NCEM
19. [Equity Coaching Guide](#) (2021) by NCEM
20. [Equity Coaching Guide](#) (2021) by NCEM
21. [Equity Coaching Guide](#) (2021) by NCEM
22. [Equity Coaching Guide](#) (2021) by NCEM
23. [Equity Coaching Guide](#) (2021) by NCEM
24. [Equity Coaching Guide](#) (2021) by NCEM
25. [Equity Coaching Guide](#) (2021) by NCEM
26. [Equity Coaching Guide](#) (2021) by NCEM
27. [Equity Coaching Guide](#) (2021) by NCEM
28. [Equity Coaching Guide](#) (2021) by NCEM
29. [Equity Coaching Guide](#) (2021) by NCEM
30. [Equity Coaching Guide](#) (2021) by NCEM
31. [Equity Coaching Guide](#) (2021) by NCEM
32. [Equity Coaching Guide](#) (2021) by NCEM
33. [Equity Coaching Guide](#) (2021) by NCEM
34. [Equity Coaching Guide](#) (2021) by NCEM
35. [Equity Coaching Guide](#) (2021) by NCEM
36. [Equity Coaching Guide](#) (2021) by NCEM
37. [Equity Coaching Guide](#) (2021) by NCEM
38. [Equity Coaching Guide](#) (2021) by NCEM
39. [Equity Coaching Guide](#) (2021) by NCEM
40. [Equity Coaching Guide](#) (2021) by NCEM
41. [Equity Coaching Guide](#) (2021) by NCEM
42. [Equity Coaching Guide](#) (2021) by NCEM
43. [Equity Coaching Guide](#) (2021) by NCEM
44. [Equity Coaching Guide](#) (2021) by NCEM
45. [Equity Coaching Guide](#) (2021) by NCEM
46. [Equity Coaching Guide](#) (2021) by NCEM
47. [Equity Coaching Guide](#) (2021) by NCEM
48. [Equity Coaching Guide](#) (2021) by NCEM
49. [Equity Coaching Guide](#) (2021) by NCEM
50. [Equity Coaching Guide](#) (2021) by NCEM
51. [Equity Coaching Guide](#) (2021) by NCEM
52. [Equity Coaching Guide](#) (2021) by NCEM
53. [Equity Coaching Guide](#) (2021) by NCEM
54. [Equity Coaching Guide](#) (2021) by NCEM
55. [Equity Coaching Guide](#) (2021) by NCEM
56. [Equity Coaching Guide](#) (2021) by NCEM
57. [Equity Coaching Guide](#) (2021) by NCEM
58. [Equity Coaching Guide](#) (2021) by NCEM
59. [Equity Coaching Guide](#) (2021) by NCEM
60. [Equity Coaching Guide](#) (2021) by NCEM
61. [Equity Coaching Guide](#) (2021) by NCEM
62. [Equity Coaching Guide](#) (2021) by NCEM
63. [Equity Coaching Guide](#) (2021) by NCEM
64. [Equity Coaching Guide](#) (2021) by NCEM
65. [Equity Coaching Guide](#) (2021) by NCEM
66. [Equity Coaching Guide](#) (2021) by NCEM
67. [Equity Coaching Guide](#) (2021) by NCEM
68. [Equity Coaching Guide](#) (2021) by NCEM
69. [Equity Coaching Guide](#) (2021) by NCEM
70. [Equity Coaching Guide](#) (2021) by NCEM
71. [Equity Coaching Guide](#) (2021) by NCEM
72. [Equity Coaching Guide](#) (2021) by NCEM
73. [Equity Coaching Guide](#) (2021) by NCEM
74. [Equity Coaching Guide](#) (2021) by NCEM
75. [Equity Coaching Guide](#) (2021) by NCEM
76. [Equity Coaching Guide](#) (2021) by NCEM
77. [Equity Coaching Guide](#) (2021) by NCEM
78. [Equity Coaching Guide](#) (2021) by NCEM
79. [Equity Coaching Guide](#) (2021) by NCEM
80. [Equity Coaching Guide](#) (2021) by NCEM
81. [Equity Coaching Guide](#) (2021) by NCEM
82. [Equity Coaching Guide](#) (2021) by NCEM
83. [Equity Coaching Guide](#) (2021) by NCEM
84. [Equity Coaching Guide](#) (2021) by NCEM
85. [Equity Coaching Guide](#) (2021) by NCEM
86. [Equity Coaching Guide](#) (2021) by NCEM
87. [Equity Coaching Guide](#) (2021) by NCEM
88. [Equity Coaching Guide](#) (2021) by NCEM
89. [Equity Coaching Guide](#) (2021) by NCEM
90. [Equity Coaching Guide](#) (2021) by NCEM
91. [Equity Coaching Guide](#) (2021) by NCEM
92. [Equity Coaching Guide](#) (2021) by NCEM
93. [Equity Coaching Guide](#) (2021) by NCEM
94. [Equity Coaching Guide](#) (2021) by NCEM
95. [Equity Coaching Guide](#) (2021) by NCEM
96. [Equity Coaching Guide](#) (2021) by NCEM
97. [Equity Coaching Guide](#) (2021) by NCEM
98. [Equity Coaching Guide](#) (2021) by NCEM
99. [Equity Coaching Guide](#) (2021) by NCEM
100. [Equity Coaching Guide](#) (2021) by NCEM

39




Resources to Highlight
See Viewer's Guide

National Center on
Early Childhood Development, Teaching, and Learning

40

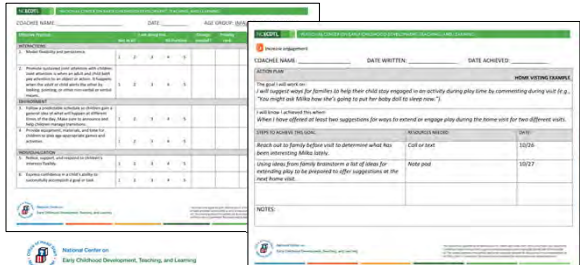
Executive Function Activities



Center on the Developing Child At Harvard University

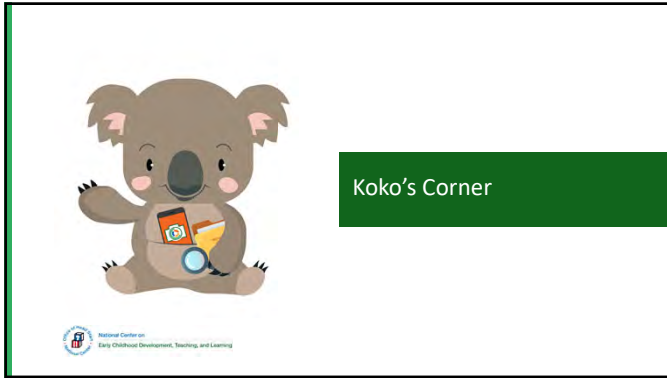
41

Sample Strengths and Needs Assessments and Action Plans



National Center on
Early Childhood Development, Teaching, and Learning

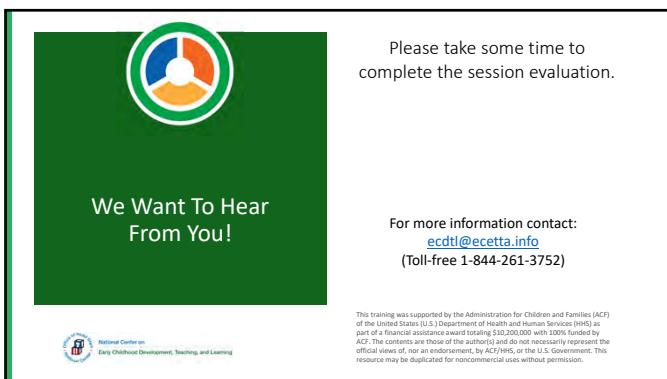
42




43



44




45



Thank You!

Join Us For Our
Next Episode!

Wednesday, March 16, 2022
3:00-4:00pm ET



46
