






While You're Waiting, Please Download...

-  Viewer's Guide
-  Strengths and Needs Assessments



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11/9/2022

Coaching to Support Social and Emotional Skills

Host
Joyce Escorcía, NCECDTL

Host
Sarah Basler, NCECDTL

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Meet Your Presenters



Joyce Escorcía Sarah Basler



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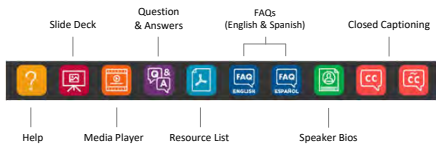


National Center on
Early Childhood Development, Teaching, and Learning

Guest Expert
Adrienne Golden, PhD
Research Associate
Vanderbilt University

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Webinar Features




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

Help Media Player Resource List Speaker Bios

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Viewer's Guide

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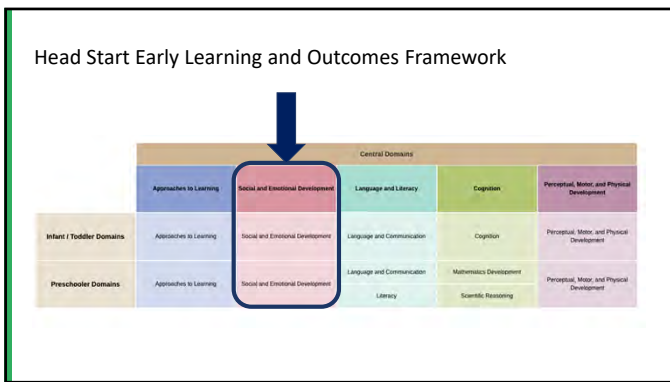


Today's Agenda

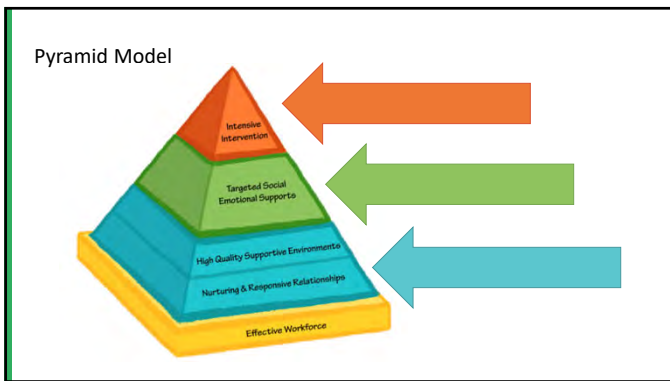
- Explore resources and strategies for building relationships with children, families, and team members
- Practice using coaching strategies with some coaching scenarios based on relationship building practices

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Relationships Are Key




Build Strong Social and Emotional Skills

Gain Self Confidence

More Likely to Engage in Positive Behavior

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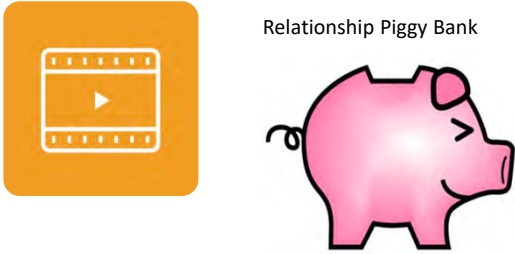
Relationships with...



Children Families Team

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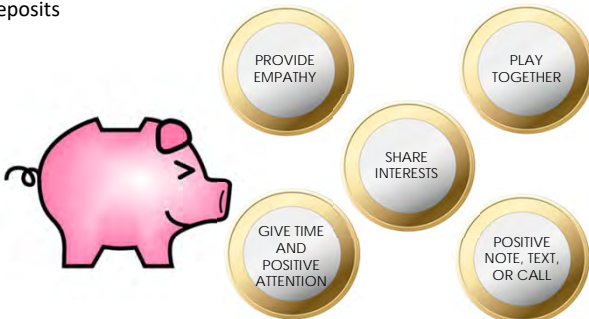
Relationship Piggy Bank



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Deposits



PROVIDE EMPATHY


PLAY TOGETHER

SHARE INTERESTS

GIVE TIME AND POSITIVE ATTENTION

POSITIVE NOTE, TEXT, OR CALL

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What are your favorite ways to make deposits with your coachees?

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BASICS: Relationships Are Key

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

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Behavioral Expectations in Advance



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

ACTION PLAN **INFANT/TODDLER EXAMPLE**

The goal I will work on:
I will provide behavioral expectations in advance for children by stating what will happen before the diaper change routine with each child daily (e.g., Alejandro, I'm going to pick you up and give you a fresh diaper).


I will know I achieved this when:
I have provided a diaper change warning for every child for 3 out of 5 days for two weeks.

STATE TO ACHIEVE THE GOAL	RESOURCES NEEDED	DATE
Print an infant class roster so I can make a note for each time I provide an expectation in advance next to child's name.	Roster	11/9
Meet with my co-coach to explain the importance of this practice so they use this practice too.	Assistant	11/9
Have my coach stay the morning diapering to take data on my implementation.	Coach/roster	11/16

NOTES:

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Attend to and Encourage Positive Behavior



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

ACTION PLAN **PRESCHOOL EXAMPLE**

The goal I will work on:
I will attend to and encourage positive behavior by stating the behavior I observed and adding positive comments (e.g., "You are being so gentle with the dinosaurs. This probably makes your friends feel safe.") for at least 5 children during center play and outside time for each day.

I will know I achieved this when:
I attend to and encourage positive behavior for at least 5 children during center play and outside time each day for a week.

STATE TO ACHIEVE THE GOAL	RESOURCES NEEDED	DATE
Identify some positive feedback starter phrases.	The NCPM positive feedback starter phrases handout	11/9
Print roster and tally who I provide feedback to so that I know who is receiving positive encouragement.	Roster	11/9
Have my coach take data during center play and outside time and enter the number and quality of my positive encouragements.	Coach	11/16

NOTES:

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Pyramid Model Strengths and Needs Assessments

COACHEE NAME: _____ DATE: _____ AGE GROUP: (INFANT/TODDLER/EARLY PRESCHOOL)


COACHING PRACTICES	Not at all	Some	Most	Very
STRONG COMPETENCIES FOR INTERACTIONS & COMMUNICATION				
1. Use open-ended questions				
2. Respond to all of a child's verbal and non-verbal cues by making them a part of the activities				
3. Ask questions that build on children's observations, interests				
4. Offer and respond to children's observations, comments, and actions through positive interactions				
5. Provide encouragement and feedback through praise, observations, and labels, and respond to children's observations and actions				
6. Use observations to inform interactions with children and to plan and adapt the environment				
STRONG COMPETENCIES FOR INTERACTIONS & COMMUNICATION				
7. Respond to all of a child's verbal and non-verbal cues by making them a part of the activities				
8. Ask questions that build on children's observations, interests				
9. Offer and respond to children's observations, comments, and actions through positive interactions				
10. Provide encouragement and feedback through praise, observations, and labels, and respond to children's observations and actions				
11. Use observations to inform interactions with children and to plan and adapt the environment				

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Coaching Resource


- Pyramid Model Strengths and Needs Assessments
 - Infant/Toddler
 - Preschool
 - Home Visiting

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Pulse Check


Do you find sample strengths and needs assessments and action plans helpful to your work as a coach?




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Mindful Moment



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 **Mindful Moment**

What are some of your favorite strategies for building partnerships with coachees?



- Time for small talk
- Coaching preferences
- Learn about your coachee
- Offer help

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 **Mindful Moment**

Why is it important for coachees to build relationships with other members of their team?



- Community among team
- Makes addressing concerns easier
- More time to focus on environment and children/families
- Models positive relationships
- Makes everyone's job easier

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 **Mindful Moment**

What are some strategies you recommend coachees use when they are building relationships with their team members?




- Open communication
- Set the tone of collaboration
- Ask about strengths and preferences
- Acknowledge effort and celebrate successes
- Have fun!
- Set team norms

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 **Mindful Moment**

Are there materials that are helpful for the coachee to use with members of their team when building and maintaining relationships?




- Roles and responsibilities matrix
- Preference or interest survey
- Team meeting agendas

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 **Mindful Moment**

Once teams have built strong relationships, what are some ways they can use those relationships to support one another professionally?



- Support for one another's professional development goals
- Consider peer coaching

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Coaching and Practice



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 **Coaching and Practice**

Coach Monique and Maria – Collaborative Teaming



- Maria is the new teacher.
- Dylan has been in the classroom for two years
- How can Maria start this partnership off right with Dylan?



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Coaching and Practice

Coach Paolo and Kate – Building Relationships with Children



- Kate is a family child care provider.
- Kate wants to build relationships with children in her care but doesn't have time.
- What strategies should Paolo suggest Kate use to build relationships with the children?



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Coaching and Practice

Coach Carmen and Home Visitor Annette – Building Relationships with the Family



- Annette is a home visitor to for the Torres family.
- Annette is having trouble building relationships with the family.
- What relationship strategies should Carmen suggest after watching a recording of the home visit?



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Focus on Equity





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https://bit.ly/DTL_PUSHPLAY




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




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We Want To Hear From You!

Please take some time to complete the session evaluation.

For more information contact:
ecdtt@ecetta.info
 (Toll-free 1-844-261-3752)



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Thank You!

Join Us For Our Next Episode!

Coaching to Support Emotional Literacy and Self-regulation
January 17, 2023
3:00-4:00 ET