




While You're Waiting

We encourage you to download the following documents from the Resource Widget:

- PowerPoint slides handout
 - Viewer's Guide
- The Digital Social Emotional Toolkit

National Center on Early Childhood Development, Teaching, and Learning

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Coaching Corner Series: Coaching to Support Emotional and Behavioral Self-Regulation

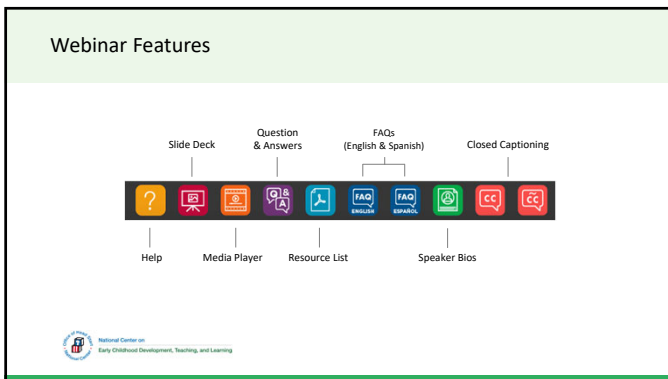
11/17/2021

Host
Joyce Escorcía
NCECDTL

Host
Sarah Basler
NCECDTL

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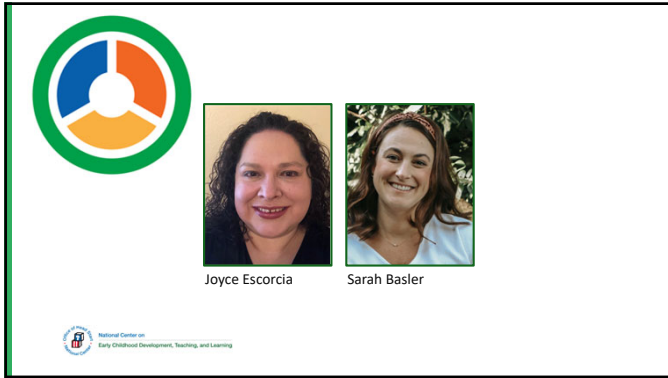
Webinar Features

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

Help Media Player Resource List Speaker Bios

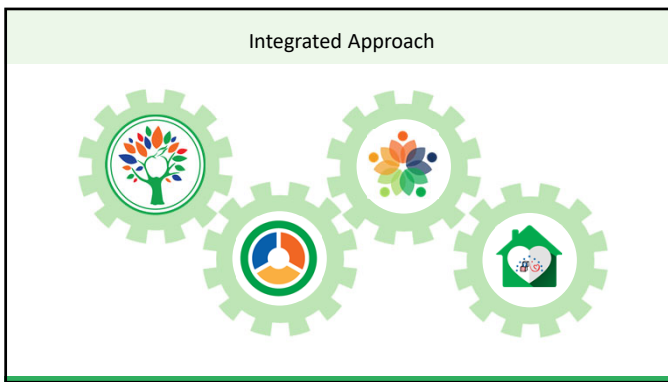
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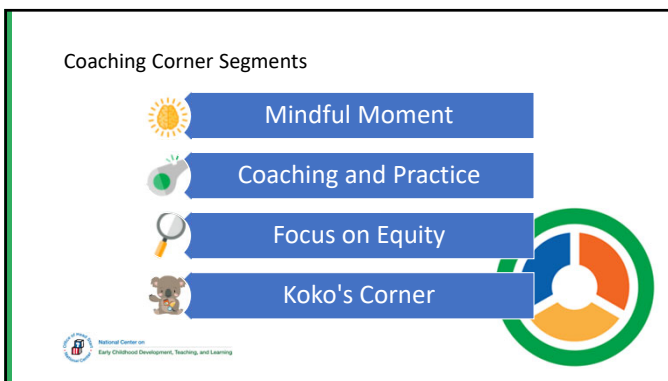
Slide 4 features a large green circular logo with three colored segments (blue, orange, yellow) on the left. To its right are two portrait photos of women. Below the photos are the names "Joyce Escorcia" and "Sarah Basler". At the bottom left is the logo for the National Center on Early Childhood Development, Teaching, and Learning.

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Slide 5 is titled "Integrated Approach" in a light green header. Below the title are four interlocking green gears. Each gear contains a different icon: a tree with colorful leaves, a group of people, a person with a gear, and a house with a gear.

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Slide 6 is titled "Coaching Corner Segments". It lists four segments in blue boxes: "Mindful Moment" (with a sun icon), "Coaching and Practice" (with a gear icon), "Focus on Equity" (with a magnifying glass icon), and "Koko's Corner" (with a bear icon). A large green circular logo with three colored segments is on the right. At the bottom left is the logo for the National Center on Early Childhood Development, Teaching, and Learning.

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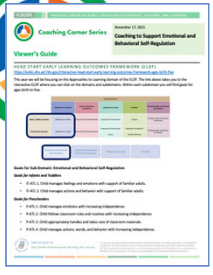


Learning Goals

1. Identify ways to promote emotional and behavioral self-regulation skills of infants, toddlers, and preschool-aged children
2. Gain resources coaches can use to support coaches' use of these skills

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Viewer's Guide

Print and Follow Along!

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Head Start Early Learning Outcome Framework (ELOF)

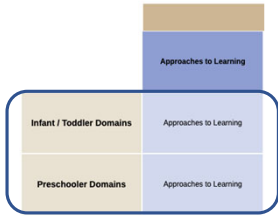
Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five
A guide to what children should know and do in five central developmental domains

	Central Domains				
	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Physical, Motor, and Physical Development
Infant / Toddler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Physical, Motor, and Physical Development
Preschooler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Physical, Motor, and Physical Development
			Literacy	Scientific Reasoning	

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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

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Sub-Domains



Emotional and Behavioral Self-Regulation

Cognitive Self-Regulation (Executive Function)

Initiative and Curiosity

Creativity

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ELOF Goals

The **Goals** are br children's



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Emotional and Behavioral Self-Regulation



Goals for Infants and Toddlers

- IT-ATL 1. Child manages feelings and emotions with support of familiar adults.
- IT-ATL 2. Child manages actions and behavior with support of familiar adults.

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Emotional and Behavioral Self-Regulation



Goals for Preschoolers

- P-ATL 1. Child manages emotions with increasing independence.
- P-ATL 2. Child follows classroom rules and routines with increasing independence.
- P-ATL 3. Child appropriately handles and takes care of classroom materials.
- P-ATL 4. Child manages actions, words, and behavior with increasing independence.

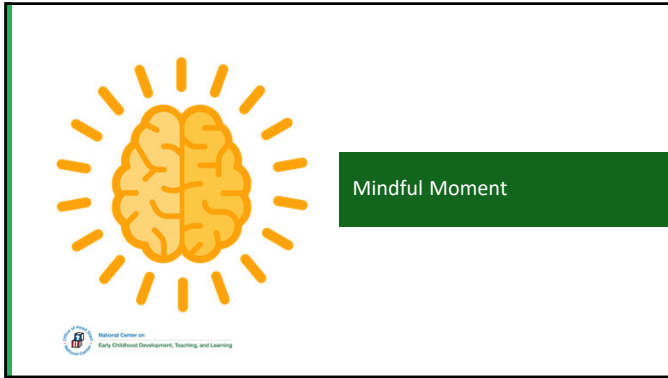
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Developmental Progression



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

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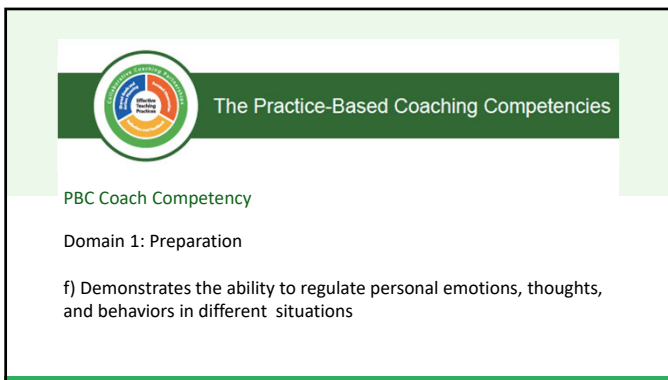


Mindful Moment

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This slide features a central illustration of a human brain with radiating lines, symbolizing mindfulness. The text 'Mindful Moment' is displayed in a green box to the right of the brain. The National Center on Early Childhood Development, Teaching, and Learning logo is located in the bottom left corner.

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The Practice-Based Coaching Competencies

PBC Coach Competency

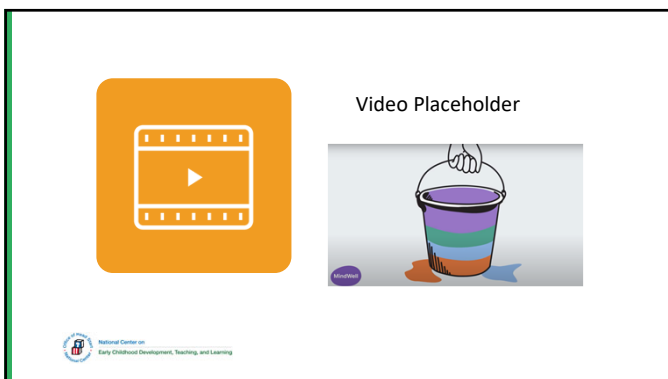
Domain 1: Preparation

f) Demonstrates the ability to regulate personal emotions, thoughts, and behaviors in different situations

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This slide is titled 'The Practice-Based Coaching Competencies'. It lists 'PBC Coach Competency' and 'Domain 1: Preparation'. A specific competency is listed as 'f) Demonstrates the ability to regulate personal emotions, thoughts, and behaviors in different situations'. The National Center on Early Childhood Development, Teaching, and Learning logo is in the bottom left corner.

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Video Placeholder

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This slide is titled 'Video Placeholder'. It contains a large orange play button icon on the left and a smaller image of a hand holding a bucket on the right. The National Center on Early Childhood Development, Teaching, and Learning logo is in the bottom left corner.

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What are some strategies you keep your stress bucket from overflowing?

- Use the Q & A widget to share your strategies



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Coaching and Practice




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Coaching and Practice

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. Involve the children in setting a few simple rules related to positive terms so children know what to do.	1	2	3	4	5	No		
2. Use positive guidance strategies to help children learn appropriate behaviors.	1	2	3	4	5	No		
ENVIRONMENT								
3. Provide dramatic play props, materials (e.g., art, writings, and opportunities that encourage children to act out coping with strong feelings).	1	2	3	4	5	Yes	2	I want to add more materials to our safe space for children to use when they feel big emotions. For already got a spot and some pillows set up!
4. Use visual cues and verbal reminders to help children prepare for transitions.	1	2	3	4	5	No		
INDIVIDUALIZATION								
5. Use role playing to help a child practice how to act and what to say when experiencing strong emotions.	1	2	3	4	5	Yes	1	I need to role play or prompt children to use the strategies and materials in the calm down space.
6. Pair a child with more fully developed emotional and behavioral self-regulation skills with a child whose skills in this area are still developing.	1	2	3	4	5	Yes	3	I would like to do this, but I think I need to work on teaching the calming strategies first.

Viewer's Guide 


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Possible practices to target:




- a) Use role play to help a child practice how to act and what to say when experiencing strong emotions. (Rated a 1)
- b) Pair a child with more fully developed emotional and behavioral self-regulation skills with a child whose skills in this area are still developing. (Rated 3)
- c) Provide dramatic play props, materials (e.g., art, writing), and opportunities that encourage children to act out coping with strong feelings. (Rated 2)



(On a 5-point scale 1 being not at all and 5 being all the time.)



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Selecting Practices to Target

-  No right or wrong choice
-  There are multiple factors to consider
-  Coachee choice/input

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Effective Practice	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
INTERACTIONS								
1. Involve the children in setting a few simple rules stated in positive terms so children know what to do.	1	2	3	4	5	No		
2. Use positive guidance strategies to help children learn appropriate behaviors.	1	2	3	4	5	No		
ENVIRONMENT								
3. Provide dramatic play props, materials (e.g., art, writing), and opportunities that encourage children to act out coping with strong feelings.	1	2	3	4	5	Yes	2	I want to add more materials to our safe space for children to use when they feel big emotions. I've already got a spot and some pillows set up!
4. Use visual cues and verbal reminders to help children prepare for transitions.	1	2	3	4	5	No		
INDIVIDUALIZATION								
5. Use role playing to help a child practice how to act and what to say when experiencing strong emotions.	1	2	3	4	5	Yes	1	I need to role play or prompt children to use the strategies and materials in the calm down space.
6. Pair a child with more fully developed emotional and behavioral self-regulation skills with a child whose skills in this area are still developing.	1	2	3	4	5	Yes	3	I would like to do this, but I think I need to work on teaching the calming strategies first.

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Coaching and Practice

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

ACTION PLAN		PRESCHOOL EXAMPLE
The goal I will work on: I will teach children calming down strategies to use when they are experiencing strong emotions (e.g., anger, sadness, excitement, anxiety) by modeling how to use strategies, using visual supports, prompting in the moment, and providing positive descriptive feedback when children use strategies.		
I will know I achieved this when: When I have taught calming strategies and remind children to use the strategies before center time every day for a week.		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
Decide which strategies to teach (e.g., deep breathing, drawing, chair pushups, etc.).	Coach will help brainstorm	10/1
Create visuals.	Boardmaker	10/1
Create a "safe space" and teach children when and how to use it.	Pillows, visuals, puppets, calming bottles	10/5
NOTES: Coach will collect data on opportunities to prompt children to use calming strategies and on positive descriptive feedback statements provided. Coach will look for children that might need more support.		


 Viewer's Guide

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Coaching and Practice



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Let's Practice!

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Video Placeholder



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What Did You Notice?

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Focus on Equity

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Focus on Equity

Considerations



- Notice and observe
- Collect data
- Prompt reflection

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Resources to Support Coaches and Coachees

- Check the resource widget
- Links are listed in Viewer's Guide

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Effective Practice Guides

About the Effective Practice Guides

The guides are organized around four components of learning:


- **Know:** Teaching practices that are effective at supporting children's development in the sub-domain
- **See:** Video clips of effective teaching practices in action
- **Do:** Tips to try in your own program when working with children to support their development in this sub-domain, or when working with children and parents in the home-based setting
- **Improve:** Follows the Practice-Based Coaching (PBC) steps as a way to think about using PBC to improve domain-specific teaching practices. The steps include:
 - Planning Goals and Action Steps
 - Focused Observation
 - Reflection and Feedback

Emotional and Behavioral Self-Regulation

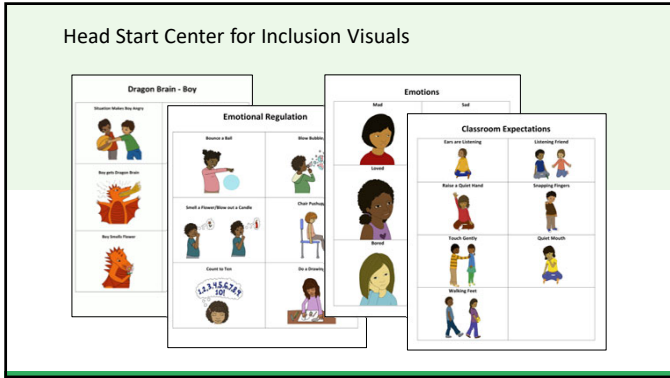


Know +
See +
Do +
Improve +

Central Domains



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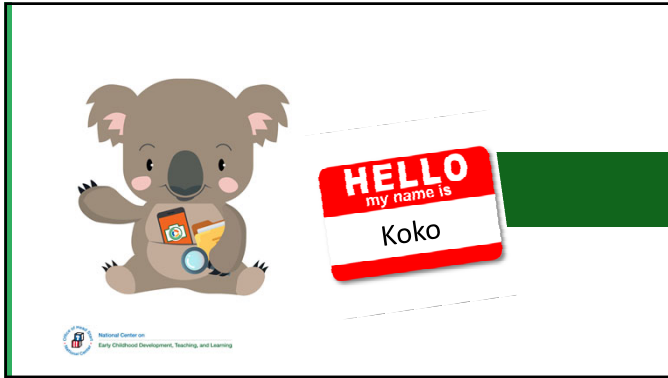
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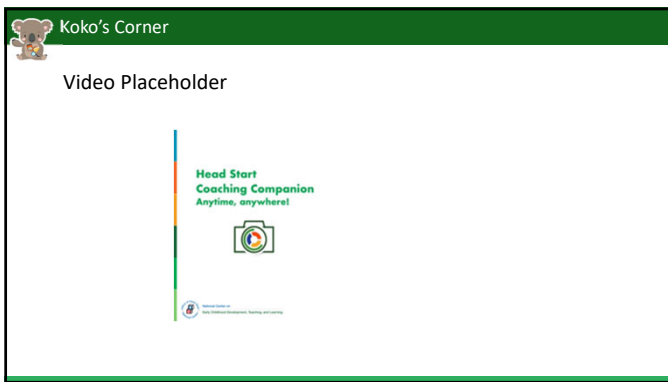
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<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>




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



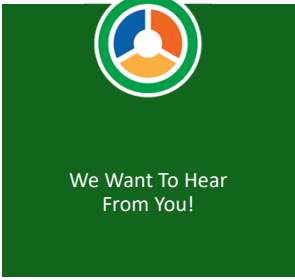
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http://bit.ly/iPD_ECLKC



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We Want To Hear From You!

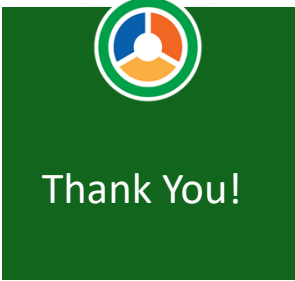
Please take some time to complete the session evaluation.

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

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Thank You!

Join Us For Our Next Episode!

Wednesday, January 19, 2022
3:00-4:00 ET



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